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ABSTRACT

This document reports on the third year of the Bridenthal Internship Teacher Project (BIT), initiated in 1984 to recruit, train, and retain high ability high school seniors into teaching. Fourteen female and three male seniors were selected for the project. These interns are awarded scholarship support that covers most of their college tuition for 4 years and provides a pay increment during the first 2 years of classroom teaching. During the first 2 years in the school of education, interns meet frequently as a group, attend special seminars and education-related functions, and participate in practicum experiences in nearby schools. They take liberal arts courses and courses specific to their education major. During the last 2 years, they pursue specific coursework toward a chosen teaching field. In year two of the BIT project, a "cohort" group of students was added, representing a sample of education majors who were enrolled in the "regular" teaching program. This cohort provided a basis for comparison between BIT and regular teacher education students and the professional curriculum of the regular and BIT programs. Interview data are presented on students in both groups covering their ideas about teaching, projections of self, perceptions of relationships, and reflections on the program. An interpretation of interview data is presented on each of these major themes. Interview protocols, questionnaires, and resulting data are appended. (JD)

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A LONGITUDINAL STUDY OF A DEMONSTRATION PROJECT RELATED TO THE RECRUITMENT, PREPARATION, AND RETENTION OF HIGHLY QUALIFIED PERSONS FOR THE TEACHING PROFESSION: THE BRIDENTHAL INTERNS -- THIRD YEAR

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INTRODUCTION

To date, literally hundreds of articles, papers, and presentations have begun by acknowledging the 80s as an "Era of Educational Reform." A review of the history of this era reveals the impact of the national reports including reports of the National Commission on Excellence in Education (1983), the Holmes Group (1986), and the Carnegie Task Force. These national reports have been joined by others published by local school districts, state education agencies, and professional organizations. Inherent in all of these is an evaluation of the educational system and recommendations for change; changes in policies, structures, and processes.

The outgrowth of these various recommendations was a flurry of educational reform activities. Initial reform efforts were in the public schools at elementary, secondary, and postsecondary levels. The focus of these efforts was on strengthening and broadening the school curriculum and increasing student achievement. Quickly, however, reform mandates were aimed at teachers and teacher education.

Many initial responses to the recommendations for reform in teacher education were reactive in nature. A recent review of reform initiatives in teacher training programs revealed that reforms have aligned closely with the recommendations of the Holmes and Carnegie groups.

Not all responses were reactive, however. There were some individuals who anticipated the need for reform in the area of teacher training and were proactive in their response. The Bridenthal Internship

in Teaching program is a case in point. The director of this program anticipated many of the criticisms and recommendations of the Holmes and Carnegie Reports and initiated an innovative teacher training program prior to their publication.

This document is a report of the third year of the Bridenthal Internship in Teaching Project. Reports of years one and two of the project along with other publications are available and listed in Appendix A. Not all aspects of the project will be described in this report; only those pertinent to the third year. The reader will be referred to other documents when appropriate.

The Bridenthal Internship in Teaching Project: An Overview

The Bridenthal[1] Internship in Teaching Project (BIT) was initiated in 1984. BIT was designed and marketed to a major foundation for funding by Dr. Wright, chair of the Department of Education at Calvin College. The foundation committed over 500,000 dollars to the project whose major goals were to recruit, train, and retain high ability high school seniors into the teaching profession. High ability was defined by a number of variables which included grades, involvement in high school activities, education and professional goals, and scores on standardized tests. All likely candidates and their parents were interviewed by Dr. Wright himself.

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[1]In order to protect the identity of the students in the program, the director, and the school, pseudonyms are used throughout this report.

Participants

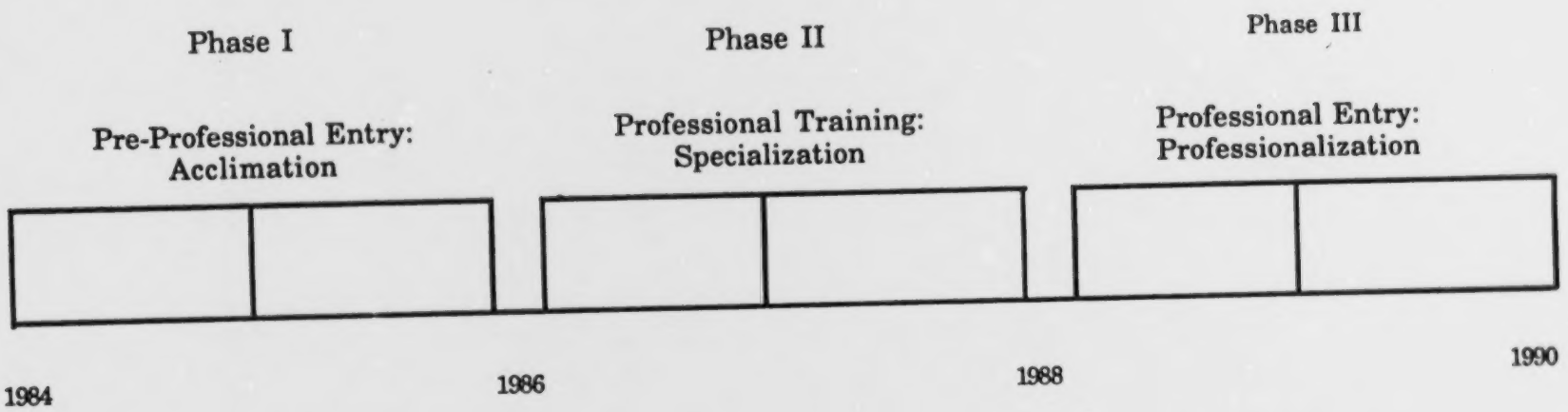
Fourteen female and three male high school seniors were selected for the BIT project. These students, or interns as they have come to be known, were awarded scholarship support that covered most of their college tuition for four years and provided a $2,000.00 pay increment during interns' first two years of classroom teaching.

BIT Curriculum

There also were several BIT specific activities in which the interns participated. These activities have been introduced and discussed in previous reports as part of the BIT curriculum (see Sears, Marshall, & Moyer, 1986; Marshall, Sears, & Otis-Wilborn, 1987). Activities included travel to state and national education conferences to report on the BIT program, face-to-face meetings with prominent educators such as Ernest Boyer, social gatherings, and others. For the most part, much of the BIT curriculum unfolded as the project progressed. One major purpose of this report is to document aspects of the BIT project, planned and unplanned, formal and informal, as they occurred during its third year.

The overall course of the BIT project extends for six years and is broken into three separate phases (see Figure 1). During the first four years, Phases I and II, interns attend the college taking liberal arts courses and courses specific to their major in education. During the last two years, Phase III, interns teach in local schools. If interns do not fulfill these commitments, they are required to reimburse the scholarship

Figure 1: BIT Program Phases



monies. Below are brief descriptions of each of the three general phases of the project.

Phase I: Pre-professional entry (Acclimation). During the first two years at Calvin, interns meet frequently as a group, attend special seminars and education-related functions, and participate in a number of practicum experiences in surrounding schools. They are assigned a "mentor" (a graduate student) who serves to make their entry into college life and their responsibilities as Bridenthal Interns less overwhelming. (Note: For an elaboration of this curriculum, see Sears, Marshall, & Moyer, 1986. For a report of findings related to Phase I, see Marshall, Sears, Fulton, & Otis-Wilborn, 1987).

Phase II: Professional training (Specialization). This is the period during which each intern pursues specific coursework toward her or his chosen teaching field. Like most schools, Calvin has different programs of professional study for elementary and secondary education. Additionally, there is specific coursework for those who choose to major in special education or early childhood education. Precisely how unique the BIT curriculum is from the "regular" Calvin teacher education curricula during the period (years three and four) is a focus of this year's report.

Phase III: Professional entry (Professionalization). After graduation, interns serve a two-year apprenticeship as classroom teachers. While no procedural details are available at present, it is intended that the interns will maintain close working

relationships among themselves and between the interns and Calvin's Department of Education.

The BIT Research Project

A research project also was implemented concurrent with the BIT project. The purpose of the research project is to independently evaluate aspects of the teacher training project and their impact on participants, personally and professionally, across the six year period.

Research Design

The BIT research project is a longitudinal study that began at the onset of the training project. The research is multifaceted and based on an ethnographic research paradigm implementing qualitative and quantitative data collection techniques. The qualitative data are collected primarily through interviews, paper and pencil survey questionnaires, and field notes. Quantitative measures include standardized instruments and Likert scale attitude surveys, many designed specifically for this study. The overall research design and data sources for years one, two, and three are outlined in Figures 2 and 3.

As part of the design, in year two of the BIT research project, a "cohort" group of students was added. This group of eleven students represented a sample of education majors that were enrolled in the "regular" Calvin College teacher training program. These students provided a basis for comparison between BIT and regular teacher education

FIGURE 2

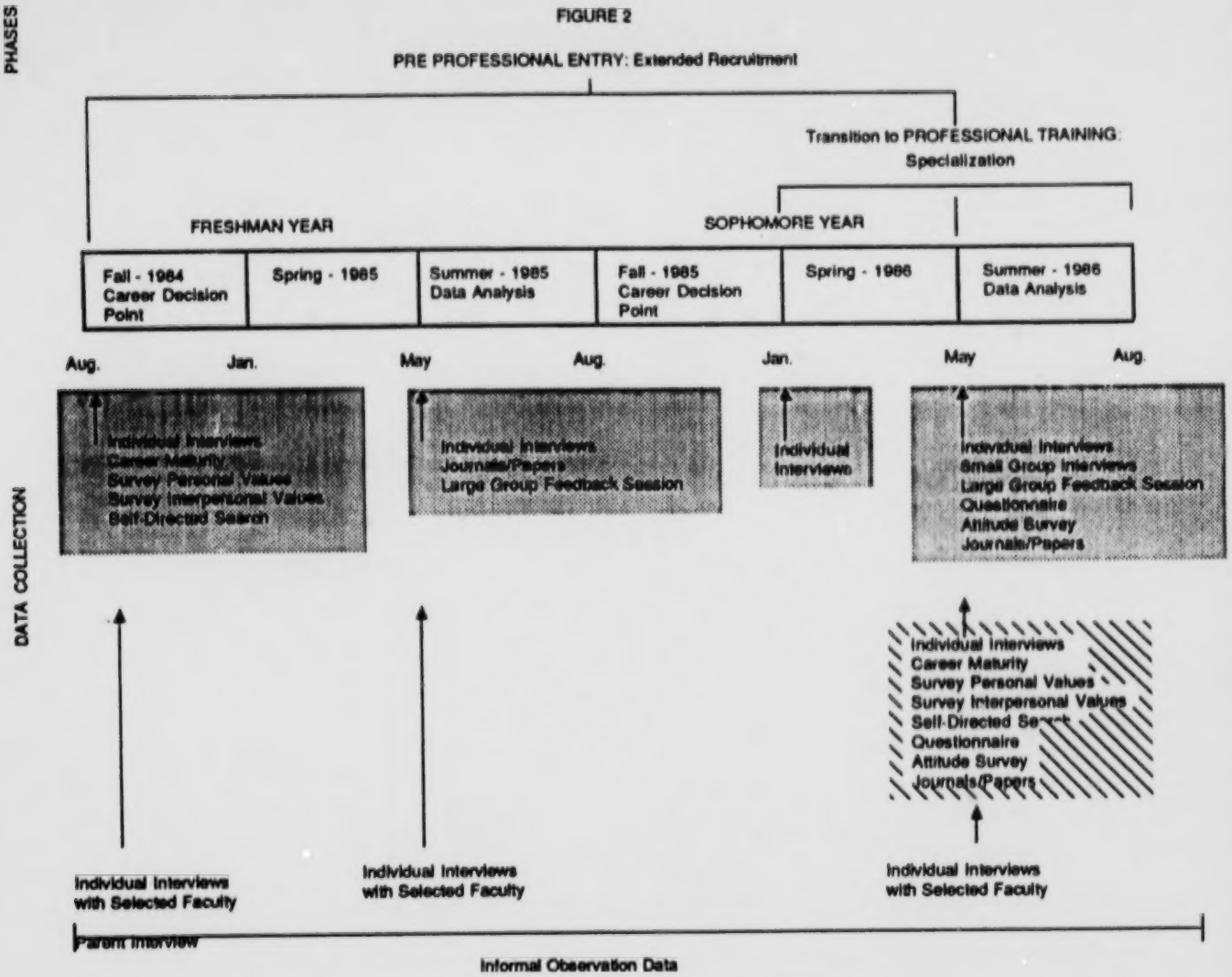


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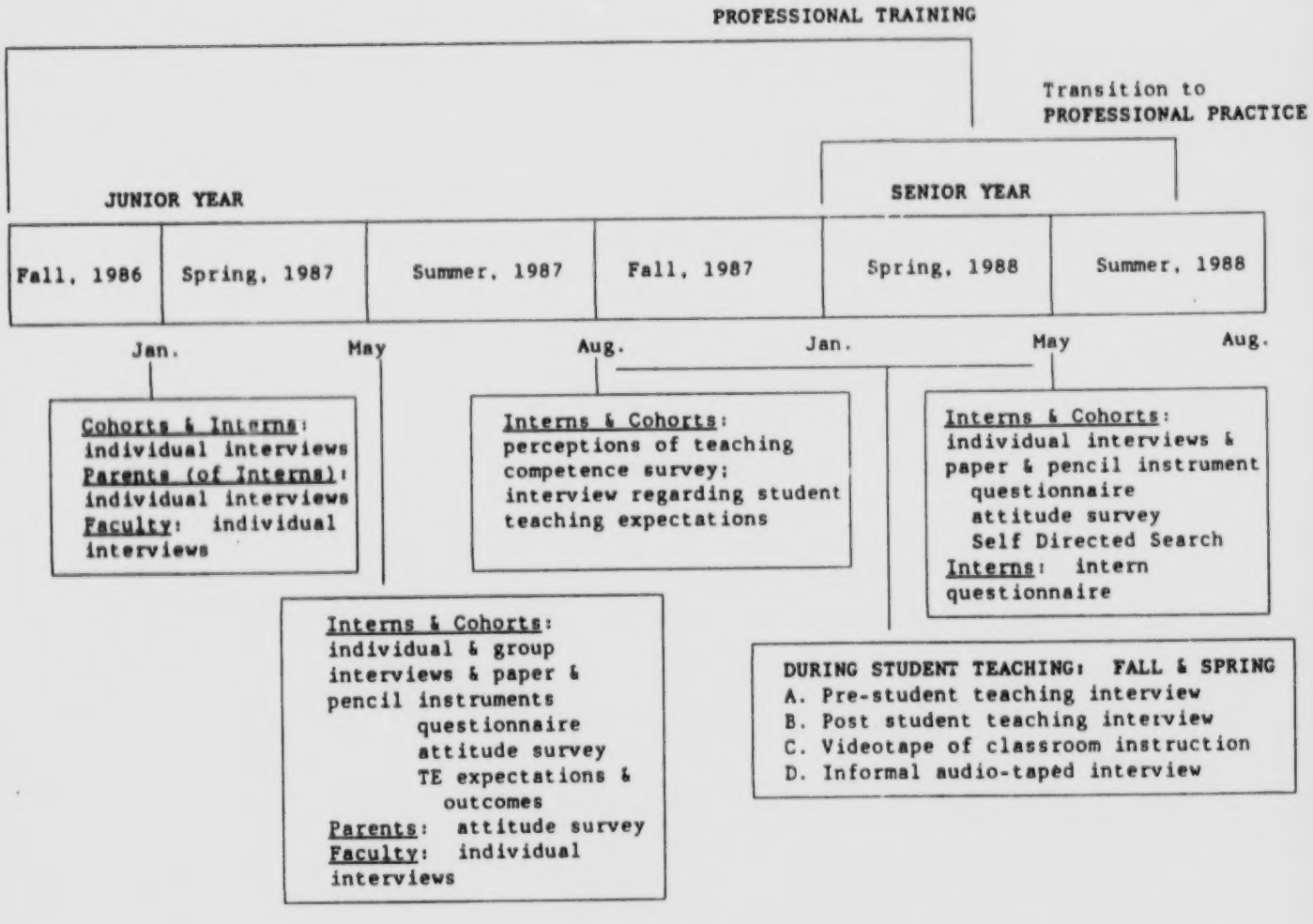
FIGURE 3.


PROFESSIONAL TRAINING
Transition to PROFESSIONAL PRACTICE
JUNIOR YEAR
SENIOR YEAR
Fall, 1986
Spring, 1987
Summer, 1987
Fall, 1987
Spring, 1988
Summer, 1988
Jan.
May
Aug.
Jan.
May
Aug.
Cohorts & Interns: individual interviews
Parents (of Interns): individual interviews
Faculty: individual interviews
Interns & Cohorts: perceptions of teaching competence survey; interview regarding student teaching expectations
Interns & Cohorts: individual interviews & paper & pencil instrument
questionnaire
attitude survey
Self Directed Search
Interns: intern questionnaire
Interns & Cohorts: individual & group interviews & paper & pencil instruments
questionnaire
attitude survey
TE expectations & outcomes
Parents: attitude survey
Faculty: individual interviews
DURING STUDENT TEACHING: FALL & SPRING
A. Pre-student teaching interview
B. Post student teaching interview
C. Videotape of classroom instruction
D. Informal audio-taped interview

(TE) students and the professional curriculum of the regular education program and the BIT program.

Data Analysis

Data from the project are analyzed in the following manner. At the end of each project year, a preliminary review of the data is conducted. The three researchers involved in this project review the data together and develop a set of working hypotheses. A detailed analysis of all data collected in the project year is completed in order to support the acceptance of rejection of the working hypotheses. A research report then is compiled which presents the raw data and the accepted hypotheses along with data support.

Methods for analysis of data include: content analysis techniques for interviews (Bodgen & Bicklin, 1982), statistical analysis of quantitative measures (for the most part descriptive and nonparametric testing), and the triangulation of all data sources (Hammersley & Atkinson, 1983).

BIT: Year Three

Overview

Year III marked the beginning of the specialization phase. Interns were just entering their junior year at Calvin College. Up to this point, interns had several opportunities to explore possible areas and levels of teaching through fieldwork experiences in their first and second years. Additionally, in their sophomore year, they completed two introductory

courses in the general education program; "Growing up in America" and "Schooling in America." It was at this point in their program, however, that interns along with all other education majors, made final decisions related to the level of students they would teach (elementary, secondary, or kindergarten), their areas of content specialization, and whether general or special education was their preference.

As indicated previously, during years I and II of the project, the BIT interns enjoyed a special BIT specific curriculum which included a number of activities, including fieldwork, and seminars. These served to identify the interns as a unique, elite group. In the sophomore year, however, the interns began to be infused into the regular teacher training program at Calvin. Some interns found this to be long overdue and others objected (Marshall, Sears, & Otis-Wilborn, 1987).

By year III, the interns' program and the regular teacher education program were not distinguishable. Special seminars and gatherings of the group disappeared. If there was a BIT group, it was maintained by some of the interns in their own ways: Their course work, fieldwork, requirements, and activities were indistinguishable from Calvin's "regular" programs.

The formal curriculum for the third year included methods and curriculum courses, courses specific to students' areas of specialization, a fieldwork placement accompanied by a seminar, and a course in teaching reading. For special education and kindergarten majors, there was additional, more specialized course work. The focus of the curriculum for all programs of study, however, was on curriculum and methods since

students were eligible to student teach first or second semester of their senior year.

This information creates a backdrop for interpreting data collected during interns' third year.

Data Collection

A variety of data were collected in year three from interns, cohorts, parents, and faculty in the Department of Education. Data collection and instrumentation are described in detail below.

Interviews:

a) Videotaped interviews were conducted with interns and cohorts in January (end of semester one) and May (end of semester two). These interviews were semi-structured using a set of predetermined questions (see Appendix B for interview protocols). Follow-up questions in areas that were important to students, however, were pursued. Content analysis was the method used to analyze interview responses.

b) Videotaped interviews with several parents of the interns also were conducted. Again, a semi-structured format was utilized (see Appendix B for protocol).

c) Individual interviews of selected faculty in the Department of Education were conducted in January and in May. Faculty members were involved directly in teaching courses in the general and special education programs (see Appendix B for interview protocols).

Questionnaires and Surveys:

a) Paper and pencil questionnaires were administered in May to interns and cohorts. These questionnaires requested a variety of information from students and utilized rating scales, open ended, and partially open ended question types. Each question was analyzed separately utilizing qualitative and/or quantitative methods as appropriate.

b) An attitude survey, designed specifically for the BIT project, was administered to cohorts, interns, and intern parents. This survey measured attitudes regarding Calvin College, peers, the teacher education program, and commitment to teaching. Descriptive and non-parametric analyses were conducted to interpret responses.

c) A Teacher Education Program Expectations and Outcomes questionnaire was administered to interns and cohorts. This instrument was designed to identify, from a list specifying different types of information, the information that students expected to get from their teacher preparation program. Additionally, for information that students felt was expected, they were asked to rate the degree to which their expectations had been met. Descriptive analyses were utilized to interpret responses.

The protocols used for the interviews are found in Appendix B and copies of each of the questionnaires and surveys are found in Appendix C. In addition to the data listed above, other types of qualitative data were

collected including journals and products from course work submitted to the research team by interns and cohorts.

Presentation of Findings for Year III

Working hypotheses. Each summer throughout the study, the research team meets to review data collected in the previous year. Based on this preliminary review of the data, a set of working hypotheses are developed. These hypotheses take shape during intensive discussion regarding events of the past year, interview and instrument data, and overall impressions of important emerging themes. After hypotheses are flushed out, the work during the next months is to provide support from all of the various data sources for either accepting or rejecting preliminary hypotheses. The hypotheses are useful in providing a structured way to examine the data to discover outcomes. A list of the working hypotheses for Year III is found in Appendix D.

Themes. After hypotheses are developed, examined, and accepted or rejected, the findings are organized for presentation in the annual reports. Key themes are identified which emerged during the previous year. In the reports, data from interviews and instruments are presented which relate to each theme. Also, a synthesis of all data relative to the working hypotheses and key themes is presented. In Year III, the themes are:

a) Conceptions of Teaching

b) Projections of Self

c) Perceptions of Relationships

d) Reflections of Program

CONCEPTIONS OF TEACHING

Conceptions of Teaching: Interview Data

Careers and Teaching

More than half of the interns made spontaneous mention of their perceptions of the job market for teachers during their interviews. According to them, teachers of all levels and disciplines are needed--at least within their city's school districts. More specifically, they recognize a special need for science and mathematics teachers at the upper elementary and secondary levels and special educators at all levels. These perceptions of a demand for specific sorts of teachers are similar to the information the Bridenthal Interns received during their initial recruitment into the Bridenthal program. Only one of the eight cohorts interviewed made mention of the teacher job market, noting that science and mathematics teachers seemed to be in demand.

The only real concern voiced by any intern about the teacher "market" was raised by one of the secondary social science majors who worried about the apparent absence of demand for graduates with that specialization. The cohorts, as a group, were much more "loose" about the job market for teachers. Although one of them expressed great concern about the inadequate salary that was to be expected from the job (a concern that was pressing this cohort to look at other options when the time came for job hunting), several others felt that a career in teaching allows them to be flexible about life in ways that other careers cannot. Asked about job likelihood, one cohort remarked: "There's always a vacancy somewhere, probably. And at this point I'm not really concerned with what I teach or

where I teach. It might be [a] shocking [experience] and I might completely change my attitude toward education, but I think it'll be good." For another cohort, a teaching career is one to fall back on should other, more grand plans, fail to materialize.

Overall, with respect to finding teaching jobs, the interns believe that their degree from Calvin College (not to mention its Department of Education) combined with their involvement in the BIT program allows them not to be overly concerned with their futures within the city's teacher force. The cohorts, in contrast, spent little time during their interviews discussing their future employment in classrooms. In fact, one member of the cohort group talked for some time about options that certified teachers have outside of the conventional K-12 classroom.

Many of these future teachers reflected upon some of the problems associated with their ensuing careers. Both interns and cohorts recognize, to begin, that too few young people are electing to enter teaching, and that greater efforts toward recruitment need to be made. Interestingly, one of the cohorts noted that the profession's most qualified members seem to be the least likely to remain in classrooms.

Although the interns noted a need for more recruitment efforts, they also felt that the overall quality of the existing teacher force is less than commendable and that burnout continues as a significant problem among teachers. Causes for this problem (and others mentioned) include students' negative attitudes and the overall difficulties that arise from a job that carries so many, varied responsibilities. "There's lots to

teaching," noted one of the cohorts, that makes it, in the words of one intern, "a tough job."

Throughout their interviews the interns offered many reflections about the career they are headed toward. For example, the interns and cohorts alike believe that not everyone is "made to teach." The groups differ, however, on their perceptions of the nature of the job itself. Interns see teaching as a full-time, lifetime job--an important job not to be taken lightly. Teaching is practical work which provides one with an adequate salary. Finally, the interns feel that teachers are beginning to come together, as professionals, and that the public-at-large is beginning to look more positively at teachers. None of the cohorts expressed these sorts of intense feelings about teaching and only one intern said that teaching is no more or less important than many other jobs.

Almost one-third of the interns discussed the beginning years of teaching during their interviews; only one cohort made mention of this topic. Unsolicited, these comments <u>all</u> suggest a belief that their early years in the classroom will not be easy and not be their best! "I'm going to be scared to death the first year," one intern projected. "The second year I'll probably be recovering [from the first]." Another claimed that the first-year teacher is not the same as being a "real teacher." A clear sense of this collective sentiment toward beginning teaching is captured in the following statement from an intern:

> I mean, two years is such a short time for being a teacher. I'm going to feel like I'm just getting started. Because your first year

is probably going to be hectic, and your second year you're just now going to feel like "Yes. Now I am a teacher."

The comments of one intern and one cohort add an interesting closing note to the group members' conceptions of their future careers in teaching: "I think ... it really stinks," said one of the interns, "that the only way to move up is to get out of the classroom." The cohort believes that "at some time, if I were really intent on pursuing educational reform, I would have to get out of the classroom." As we shall see later, perceptions such as these may color much of the career imagery held by these Calvin College preservice teachers

Teachers and Teaching

The interns hold some rather predictable, stereotypical images of teachers and teaching--most notably with respect to teacher "types." When asked to describe the members of their new peer group, i.e., elementary majors, secondary majors, and special education majors, in contrast to the others, none was at a loss for words.

Those who will be secondary teachers are seen to be more academically focused and in pursuit of "a more respectable major" than their elementary preservice peers. Although there is some hint of belief that the secondary majors have a more academically rigorous program of study, no suggestion was made that secondary majors are any less committed to becoming teachers. As one secondary intern said of this group: "They strike me as being very intellectual people who are real excited about teaching."

With the exception of one intern who has decided to focus on early childhood education ("The kindergarten teacher makes ... the biggest impression on the student ..."), the intern group has split between secondary and special education majors: none is pursing a "regular" elementary education certificate. According to the intern group members, their special education contingent is made up of persons who are enthusiastic, adventurous, and stimulating. Special educators do a job that "not everyone can do" according to the interns. Special education teachers handle a great deal of professional information and "have to be happier with smaller [successes]." Because of their preparation, they know "the best of both worlds" (regular and special education) and will feel especially well-prepared should they decide to leave the special education classroom for a regular one. None of the seventeen interns would differ with the exclamation of one BIT special education major who noted that special education is "not just teaching, [it's] the whole spectrum of working with kids."

On a more generic note, the interns occasionally made passing reference to teacher qualities. In general, the majority of them recognize that teachers know their subject matter, are alert to what goes on within their classrooms, and function autonomously, for the most part. Good teachers, they believe, must recognize how they are being perceived by their students, be able to create a positive, "fun" environment for learning, and make well-reasoned instructional decisions. Teachers must, in short, be smart in ways that have little to do with their intelligence quotients.

The cohort group spoke very little about differences between elementary, secondary, and special education teachers offering, instead, some more general conceptions about teachers and teaching. Like their intern peers, the cohorts see good teachers as organized, patient, dedicated, and caring individuals. Furthermore, good teachers are "knowledgeable enough to teach" their subject matter and they expect much more than the minimum from their students.

Several characteristics stood out from these interviews as ones mentioned by almost three-fourths of the cohorts. Among this "short list" of characteristics found in good teachers are the ability to personally care for students, the ability to develop what one cohort described as a "presence" within the classroom that serves to create a self-motivating, positive attitude in students, and the ability to teach what one knows. Five of these interviewees made this last point: that good teachers know what they teach and know how to successfully teach that knowledge. Two of the cohorts made the point that teachers are most successful working with students "like them" (in terms of socioeconomic background and academic ability). This belief served as the explanation, offered by one cohort, of why particularly bright young people who enjoy schooling don't seem to do well as teachers--they can't relate to/teach "regular" students.

Most of the cohorts covered an additional topic while discussing teaching and teachers: state-level curriculum mandates (a phenomenon their state's teachers were beginning to grapple with at the time of these interviews). Actually, the decision as to how such rules affect teachers was split between two cohorts who saw curriculum mandates as restrictive,

and three of the others who spoke about this subject who see them as guidelines for teachers to interpret to their own benefit. As one noted: "I think ... most teachers really want to ... say 'Let's get this legal stuff over with and let's go and get into the real matter of what we want to teach ....'"

Learning and Teaching

The interns offered a number of informal observations related to the teacher's primary responsibility: helping students learn. To begin, the interns commented on the need for teachers to successfully recognize students' "stages of [cognitive] development" in order for them to enable students to realize their fullest learning potential. In the case of elementary-level students, teachers must realize that these students are in school to learn more than "knowledge"; elementary students must come to know the "learning process"--"learning how to learn." This is not done, according to the interns, through lecture and notetaking. For learning to succeed, teachers (and especially special educators) must have knowledge of theories of learning. For special educators such knowledge is helpful for identifying where "malfunctions ... occur." Only two cohorts spoke of such specifics.

A few of the interns offered the following, specific comments about students: "lower level" junior and senior high school students value "vocational" courses because they see them as being more applicable to their futures; "higher level" students, particularly advanced placement (AP) students, are self-motivated and work well in courses which accentuate cognitive development; special education students have

different needs, operate on different cognitive levels, and require hands-on activities.

Of interest is the fact that virtually all of the interns' observations relative to learning and teaching came from the group of special education majors. In general, the message seems to be that there is more than one way to successfully teach and one way to successfully learn. And while the special education interns recognize this pedagogical maxim, the benefit of such a realization holds limited value. One intern, after cataloging the important aspects of a special educator's knowledge, skills, and abilities, reminded us that change is not always to be expected with these students: "It's kind of like fighting a battle and no one's going to win. You really can't win--but you're still going to do it."

Responses from the cohorts relating to learning and teaching weighed heavily toward statements about their own learning, although about half did talk about the learning of K-12 students. By and large, the cohorts' greatest shared insight about learning lay in the area of their learning to teach. Virtually everyone interviewed agreed on the importance of experience as an avenue for learning: experience with writing curriculum (lesson plans), experience with visiting classrooms, experience with teaching as a way to develop style.

The group also offered thoughts about students' learning. The cohorts believe that students shouldn't learn only one set of values or one viewpoint about things and that students can learn to be enthusiastic about learning in general from an enthusiastic teacher. They further

believe that students learn better in a class where the teacher likes them and that students cannot be expected to learn in a class where the teacher does not like them.

As one of the cohorts noted, people who enjoy learning should enjoy teaching. Another pointed out that a teacher has to enjoy what she teaches in order to expect others to learn it. We learn, from the cohort group, that teachers are in schools not to teach but to help students learn, and that teachers can learn much from their students.

Conceptions of Teaching: Instrument Data

Career and Teaching

Motivations for teaching. What do individuals see in teaching that makes it a desirable profession? Personal factors, such as "salary" or "vacations," and professional factors, including "filling a societal need" and "help[ing] influence young people" have been discussed by BIT and cohorts during the first two years of their careers at Calvin. At the end of year three, features that influenced BIT and cohorts' perceptions of teaching as a desirable career were not altogether similar.

Personal factors, including "working with people," "allows for a family," and "personal growth and development" were rated by both groups as very important aspects of a teaching career. Additionally, BIT identified "recognition" as a very important factor significantly more ($p < .05$) than cohorts. Although "hours," "salary," and "career advancement" generally were thought to be neutral or unimportant, BIT endorsed career advancement as more important than did cohorts (it was rated by over 50% of the cohorts as unimportant).

No difference was noted between the two groups' mean ratings for all eight of the personal factors (cohort and BIT, $\bar{X} = 3.73$). All subjects indicated that, for the most part, a number of personal factors served as motivation for selecting teaching as a career.

It is interesting to note that only one out of all the students indicated that the personal factors which are more related to aspects of convenience (such as hours, vacations, etc.) played a role in their selection of teaching as a career (see Attitude Survey, Item #37: The only

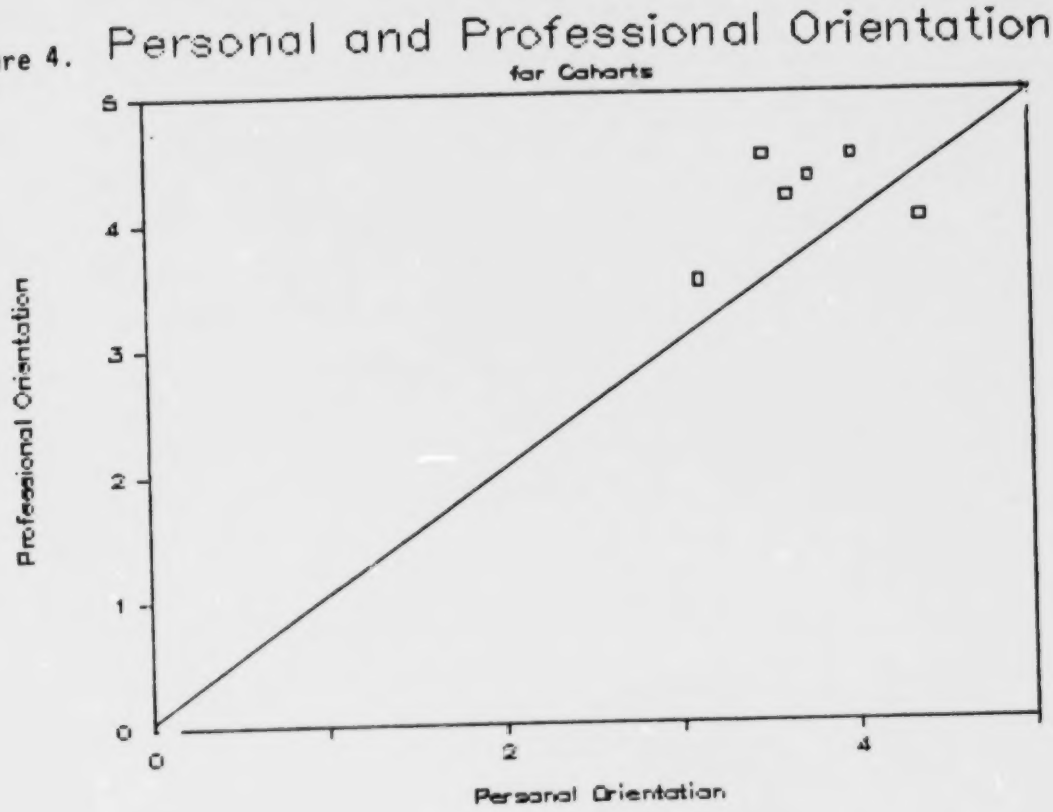
reason I chose teaching is because of the convenience factors.). Everyone else disagreed. These data corroborate with ratings of personal factors, since it was the personal rewards (working with people, growth and development, etc.) that students would reap from teaching that were identified as important, not the convenience factors (hours, vacations, etc.).

Six professional features of teaching were also rated. "Filling a societal need," "opportunity to influence learning," and "help to influence young people" were very important to both groups. BIT interns, however, also rated "participation in educational reform," "affect a societal change," and "attract others into teaching" as very important. Furthermore, BIT members had particularly strong ideas about educational reform; this was rated significantly higher ($p > .05$) by the group.

Overall mean scores indicated that professional features of teaching, in fact, were more important than personal, although not by a wide or significant margin. BIT members' mean rating for professional features was 4.41; 0.24 higher than cohorts.

Overall ratings for personal and professional features are plotted in Figure 4. This figure illustrates that teaching, as a profession, for both cohorts and BIT, held many personally and professionally appealing aspects. The BIT group, however, saw teaching, unlike the cohorts, as a profession that also offered recognition and opportunities to influence education and society at large in a positive way. These ideas reinforce the interns' expressed anticipation of having a personal impact on education, which was voiced in their sophomore year. As was indicated in

Figure 4.


Personal and Professional Orientation
for Cohorts
Professional Orientation
Personal Orientation
0
1
2
3
4
5
0
2
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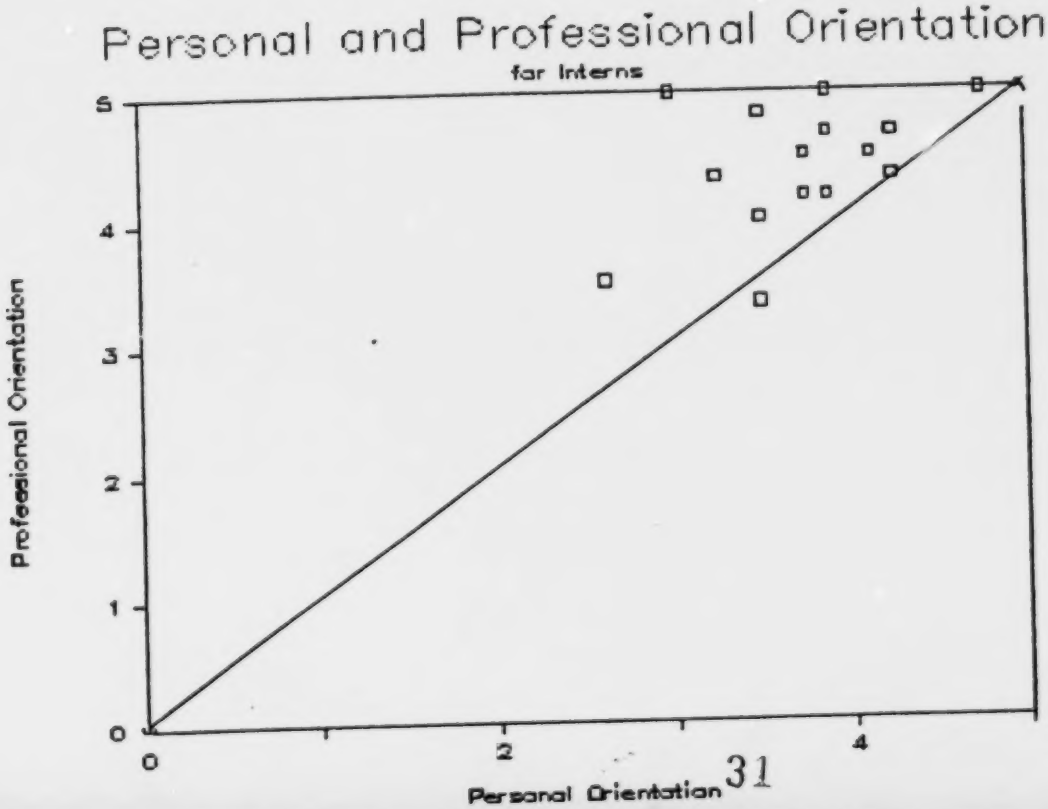
Personal and Professional Orientation
for Interns
Professional Orientation
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interviews during year two, the BIT felt that, as a group, they would have a positive influence on education.

Importance of Teaching. Perceptions of the importance of teaching were reflected in responses to all items on the Attitude Survey. Cohorts reflected a more positive overall attitude toward teaching than did BIT interns (cohort, $\bar{X} = 4.21$; BIT, $\bar{X} = 3.98$). Further analysis, however, revealed that to the item, "teaching is one of the most important professions," all BIT students responded positively, as did all but one of the cohorts. Responses to other items generally were not as positive for interns as for cohorts.

PROJECTIONS OF SELF

Projections of Self: Interview Data

In the Workplace

Third year interviews were conducted early in the interns' second semester. Given the timing it is not so surprising that few of them had much to offer with regard to their thoughts on the workplace in general. They were, however, beginning to attend to such matters.

Impressions of the cohort group were much more diverse in this respect. Of the eight who were interviewed, one had just completed student teaching, another was about a year "behind" the Department of Education's sequence due to having changed a major along the way, and another had recently arrived at the decision to not complete the teacher education sequence. The remaining five were at a point in their studies which paralleled the interns vis a vis the teacher preparation sequence.

More than a third of the interns talked about "getting a job." Given their unique situations as members of a program which extends beyond graduation into their first two years of teaching, the interns are not necessarily concerned about securing work; they are more concerned about how that process might take place. For example, several interns hold the hope that the local reputation of Calvin College will be an important factor in landing them a desired teaching position. Finding the "right school" is an important concern as well. Several interns reflected on the positive and negative benefits of working with others from the BIT program; some hope for such an arrangement and others don't.

Six of the eight cohorts spoke of securing teaching jobs as well. Four of those six held no doubts about finding classroom work upon completion of their degrees, partly because the subject areas of three (science, mathematics, and special education) are thought to be in high demand. The fourth, a social sciences major, simply believes that jobs will present themselves. All might agree with one of the cohort students who pointed out that, regardless of their grade level or area of specialization, Calvin College graduates in education have a job advantage over graduates from surrounding higher education institutions. "I've been assured [by Calvin's Education professors] more times than I can remember that I'll have job offers .... That's how they made us feel."

Noting similar feelings, almost all of the interns recognize their participation in the Bridenthal program as a benefit to their eventual job-hunting efforts. Only one interviewee made a point of saying that they should be hired because they have <u>earned</u> a job (through their preservice studies and performance) and not simply because they are members of the Bridenthal Internship in Teaching program.

<u>In the Classroom</u>

Throughout their involvement in this research project, the participants have been asked regularly to tell us what they will be doing five years after receiving their undergraduate degree. (For all of the interns and most of the cohorts, this will occur in May, 1988.) Responses to this question gathered mid-way through their third year in college reveal a wide range of student self-projections relative to classroom teaching.

Six of the interns are convinced that they will be found in K-12 classrooms at the close of the 1993 academic year. Each was plainly assertive with this response, reflecting an unspoken "What else do you think I'll be doing?" attitude. Only one of these six interns mentioned the possibility that s/he might be working on a master's degree concurrently; the other five made no mention of personal or professional commitments that might be parallel to their classroom teaching roles five years in the future. The projected goal common to all of these six is as simple as the response by one of the interns: "Teaching!" Such commitment may have come from their connection with the BIT program which, according to one of these six interns, developed in them "the attitude, talent, and spunk to stand up and say that teaching is what I want to do"--even five years from now.

Two of the interns "hope to be" teaching in 1993 along with either raising families and/or pursuing graduate degrees. Two aspects of their projections distinguish these interns from the six discussed previously: their tentativeness vis a vis classroom teaching ("hope to be") and the disclosure that neither expects to pursue a master's degree in education. As the range of responses moves away from those who express certainty in their classroom projections it begins to reflect a phenomenon articulated by several interns and expressed, by one, as follows: "There are different [interns] in the program who have different attitudes about teaching right now and who aren't as excited [about it as some of the others]."

A qualitatively different group, composed of five interns, distinguished itself when responses to this question were analyzed. Here, each intern believed s/he would "either be teaching or" working on a graduate degree. One gets a sense from these respondents that their obligatory two-year teaching stint will set the stage for some major decisions regarding alterations in their career paths. "I think I will have to give teaching my complete attention my first two years ..." one of these respondents noted. After that initial period this intern plans to decide a further course of action; maybe graduate classes "and maybe go on for the big one [doctorate]." Another intern explained this scenario as follows:

> A lot of interns want to go back to school [after their two years of mandatory teaching] but not get out of education. [Following their graduate degree] then maybe they'll have different areas of interest in education. So I would just say [their interest will still be] education-related in some form.

Just as this range of intern responses began with certainty, so too does it end. Three interns are certain that they will not be classroom teachers five years from the time they complete their undergraduate degrees. Instead, each expects to be in pursuit of an advanced degree--although none was certain of the discipline. Education, perhaps?

The cohorts, as a group, were much less certain about their future work situations. Seven of the eight can see themselves in careers other than teaching: four project doing advanced degrees in social work, psychology or counseling, biotechnology or research, history, and pre-med.

Another, considering a career with the foreign service, is "growing more sure about teaching" as a genuine possibility. And one of the cohorts, as noted earlier, recently had come to the decision not to complete the teacher preparation sequence but to use that time, instead, to complete a degree in another area and enter the business world after graduation. Only one of the cohorts has "always wanted to teach."

Two of the cohorts intend to complete their teacher certification requirements and enter teaching for no more than one year. Following that experience, each will return to higher education to pursue a non-education advanced degree. One of them--the cohort who had just completed student teaching--did note, however, that if classroom teaching was as positive as student teaching, this plan might change. "I didn't think I would like [teaching] as much as I did" this cohort noted!

In the Teacher Education Program

The year three interviews are peppered with references to teacher preparation in general--data which are not surprising given the fact that the thrust of studies for the interns and most cohorts has now turned to specialization aspects of becoming teachers.

One major focus of the comments regarding their projections of self within their teacher education program was clearly related to their feelings about "what and with whom to teach." One might expect such an emphasis given that, with the exception of one intern who elected to focus on early childhood education, the group is comprised of members pursuing either special education or secondary education. The cohort group, in contrast, is exclusively secondary in focus although the interest areas

are diverse: mathematics, science, computer technology, history, English, and special education.

Special education interns see themselves as different than their regular and secondary education peers: more curious, enthusiastic, and tight-knit. Several future special educators explain:

> Intern 1: I think [we] are unique in the sense that you know you're going to get into something that's really going to be difficult.... There's such an enthusiasm about it. You just know it's for you.... It's like knowing that education is for us [but] it's one step further.... I think we're gaining so much more than ... secondary or elementary [majors] because we're ... given better ways to remediate, better ways to handle the school environment, school management, lesson plans.... So I think we're coming out better prepared.
>
> Intern 2: [Special education has students of] all sorts. We have people that are interested in kids.... [We're] energetic ..., ambitious, bright.... I can't pinpoint one characteristic except that we all want the specialization ....
>
> Intern 3: [We're unique because of our] desire to work with the whole spectrum of kids.... Everyone is open.... There is a curiosity among all of us about how to deal with a needy student [which] you don't see that much in elementary education students.... Some of us have a more adventurous spirit.
>
> Intern 4: The special education program is much more intense [than the secondary education program] because you have to know these

certain theories and ... certain ways of dealing with kids. There is a whole lot of information you have to know. To me, the secondary education program is more general; it's preparing people for broad fields.... [Our program] takes a whole lot more time, a whole lot more classes, and many more field experiences.

Interns in the secondary education sequence were equally perceptive about differences between themselves and their special education peers. The secondary people are keenly aware, for example, of the comparably few "education courses" they will take in preparation to teach. As one intern pointed out, "[Elementary and special education majors] have a lot more emphasis on education classes, methods classes, whereas ... [we] mainly concentrate on learning [our] subject ...." In this respect, at least, the secondary interns don't see themselves in pursuit of the same sort of academic end as their elementary and special education friends:

Intern 1: I don't see [secondary education] as much of a program. I see it more like doing a minor than a degree program.

Intern 2: ... there really isn't a secondary school major, per se. We are not going to get a diploma in secondary education ... [just state] certification ... I don't know for sure if I would want something that says I'm an education major; but I feel like we've put so many hours into education that it's almost like [doing] a double major.

For some, then, this pursuit of a degree in the disciplines--a non-education degree--is a conscious choice. As another intern explained: "I picked secondary [rather than elementary education] because I wanted

people in college to respect me. I love kids, and I love to work with kids, but elementary education majors in college just seem 'Mickey Mouse.'"

Similar sentiments emerged from cohort interviews; half of the cohorts recognized a feeling of inadequacy about their secondary preparation. As one cohort pointed out:

> I know as secondary ... student[s] looking for certification we don't have a lot of education classes we have to take. I don't have a lot of experience in the classroom ... I don't think [what I've had] will fully prepare me. I really don't.
>
> I've not been taught how to teach math.... I'm going to have to pick that up on my own.

Multiple clinical experiences and substitute teaching opportunities were remedies mentioned by several cohorts as ways for one to learn such lessons.

Beyond these differences between special education and secondary education preparation is the distinction between level, age, and type of students those two kinds of teachers elect to work with as well as the degree of content focus each has encountered.

> Intern 1: ... elementary [majors] want more to work with smaller children ... and want to not necessarily concentrate in one particular subject ....
>
> Intern 2: [A lot of the elementary and special education people] have had experience working with children outside of school--like summer camp. They're always referring to "their

children." The people in secondary education are just so into the academic side of things.... Mostly, we talk about our classes.... We're more academic.

Intern 3: I don't see myself working with younger kids because I'll probably get nervous ... I'm more interested in ... [teaching] courses that require more cognitive development. I have a hard time bringing myself down to a lower level as far as thinking and putting myself in the place of youngsters.

Intern 4: I can never be a special education major ... [or] and elementary school person because ... I need immediate reward, immediate acknowledgement of the fact that I have actually done something.... Special education is so different [because] you have to be happier with smaller [accomplishments].... I think the people who are going into elementary education, and special education in particular, are going to have to be confident within themselves and not require that constant reminder that they are good and that they are doing the right thing.

Cohorts, as a group, had none of these discussions.

The second thrust of the interns' comments related to their self-projections within the teacher education program context pertains to the growing body of insight they're developing about teacher characteristics. Similar discussions were had by the cohorts. The specialization phase of their common teacher preparation program has begun to reveal aspects of the job of teaching which seem to hold true

regardless of one's choice of direction (special education, secondary education, etc.) or grade level preference.

Thirteen of the interns and all of the cohorts offered comments throughout their interviews which pertain to the kinds of information they're learning along their journeys toward becoming teachers. According to the interns, teachers must be knowledgeable about their subject matter and be able to get enthused about planning to teach it. They must, too, be competent at motivating students to want to learn. Small class size will likely make their teaching more successful.

Although few such comments were made by the cohorts, they and the interns are readily aware of the importance of human interaction when it comes to good teaching. One cohort offered the following comments about the Education Department at Calvin College: "The Education Department really is, I think, stressing more [of] the getting to know your students--the rapport. I have not been in classes [where the message was] 'Like you better know your material or you're going to get busted.'"

Good teachers, according to most of these interviewees, must know their students--even secondary teachers who see dozens of students daily. Besides rapport, they develop a sense of "presence" that facilitates successful classroom management. Classrooms should feel relaxed and fun places where respect is a reciprocal gift. Furthermore, successful teachers make their students feel good about themselves. One of the secondary-level cohorts argued that regardless of what was required with respect to the formal curriculum, "there's always time for caring." Referring to a recent experience with some high school students, this

cohort noted that "Even if there were some students who rubbed me the wrong way, I never let it show. I always treated my students as fairly as possible." Cohorts and interns alike would certainly agree that in addition to a teacher's respect for her/his students, the students must also respect their teachers.

In the BIT Program (NO COHORT DATA REPORTED HERE)

Along with their immersion into the regular teacher education program at Calvin has come a sense of peace for many interns. They are no longer in competition with each other like they seemed to be their first two years. "Whenever you'd get a group of more than two or three [of us] together, you'd have personality conflicts" noted one intern. "Everybody is so much more at peace with each other [now].... We've grown up the last few years, and [those kinds of] things have become less important to us."

Much of this peace comes from the absence of their playing the role of Bridenthal Interns. One of the group expressed a sentiment aired by many: "We've had our limelight. We've gotten to the point where we need to focus more on school [than on] being Bridenthal Interns." This perception of a "disappearing program" was noted by more than half of he interns during their year three interviews; "old news" is the phrase they use to describe their previous celebrity.

Not everything about the BIT program's diminishing emphasis is seen by the interns as bad. Almost a third, for instance, were grateful that they no longer had to do one or more field experiences each semester.

Gone are the scheduling and transportation problem they coped with for two years; they now have more time in their lives.

For almost a third of the interns, BIT-specific self-projections center on ways in which they have grown as a group. This sense of cohesiveness provides them with a set of expectations for future closeness once their work at Calvin is completed. Thinking about the first teaching year, one intern offered the following projection:

> I think it will be helpful to know that there is at least the seventeen of us; that we can ... still come back here [to the Calvin campus].... That's sort of going to be a base for us again, like it was in the beginning ....

Others expect a rebirth of their previously close contact with Dr. Wright, the program's director, who apparently has told them that the spotlight will shift back to the interns upon their graduation and remain throughout their beginning years of teaching. "[H]e said he's playing up on [the BIT program] when we graduate" one intern bragged. "He tells us to 'Stay cool, here, for a minute--you'll have your time [again later].'"

As a group, most of the interns are quickly able to perceive differences in themselves because of their affiliation with the BIT program. They describe themselves as harder working and more motivated students because of the program (although several mention that this may be related, in some respects, to their financial commitment). More importantly, they attribute their membership in the program to their confidence, interest, and commitment for becoming teachers. As one intern recalls:

> A lot of the [interns] I met the first year ... said ... "I didn't always want to be a teacher; I'm just doing this because I want to go to Calvin." A few of my friends [among the interns] have said that that has now changed.... People have been getting more interested in teaching.

Not everyone's BIT-related projection of self was quite so laudatory, however. "I think we're a little cocky sometimes ..." mused one of the interns. Another chose to be careful about the overall positive impact of the Bridenthal experience: "I think that it has been beneficial for most ... not all of us."

Finally, the interns reflected about themselves, as participants in this innovative program, and how they might differ from their Calvin College preservice teacher education cohorts. A few see themselves as ahead of their preservice peers--more confident in their knowledge about schooling and more aggressive about their career goals. But most interns seem to recognize that they've become, by year three, more like than unlike Calvin's other future teachers. "Now we are just in the mainstream" noted one respondent. "We're not special individuals with special classes, doing things that other people aren't doing." As another pointed out, "I don't think [our being interns] would distinguish [us] at this level. It's starting to all mesh together." The interns, now bonafide members of Calvin's overall teacher education course sequences, are beginning to see their capable and interesting non-BIT peers. As one future BIT high school teacher observed, "Just because you go through this program [doesn't mean you'll] be better than someone who didn't go through

it. Because some others are just natural [teachers] and don't need extra [preparation]."

Projections of Self: Instrument Data

Interns and cohorts were given a number of opportunities to indicate their ideas and plans regarding their place in the world of work. Specifically, their responses indicate the amount of time they plan to devote to classroom teaching, other ways in which they consider they might be involved in education in capacities other than as a classroom teacher, and careers outside of education they were contemplating. Additionally, interns and cohorts indicated plans outside of the "world or work" but which would impact or be a part of their professional lives. These included their plans to get married and raise a family.

Involvement in Education

Interns and cohorts were asked about their plans for the next five years; what they might involve related to their career plans. Fifty percent in each group indicated that they would be working their way up the career ladder; that is, they would be working toward becoming a Master Teacher and earning more money. Additionally, many shared that they would continue their own education in the field of education. This might include a specialty degree or administrative training. It is important to note that significantly more cohorts than interns included this in their five year agenda.

A number of interns and cohorts also admitted contemplating careers in education other than teaching and careers outside of the field of education. The intern group, however, was more likely to list careers that were student-, school-, or education-oriented. Careers included

administration, college professor, and school psychologist. Cohorts, on the other hand, did not mention any education related careers.

Other careers were mentioned by both groups that related to their major area of study (e.g., audiologist by a deaf education major, computer analyst by a secondary education major whose area was computer science). Members in each group also listed medical occupations such as nurse, doctor, and veterinarian as potentially interesting careers.

Projections of Self in the Classroom and Workplace

Interns and cohorts were given a number of opportunities to indicate ideas and plans regarding their future place in the world of work. Specifically, their responses indicated the amount of time they planned to devote to classroom teaching, ways in which they might be involved in education in capacities other than as a classroom teacher, and careers outside of classroom teaching they contemplated. Additionally, interns and cohorts indicated plans outside of the "world of work" but which would impact or interact with their professional lives. These included their plans to get married and raise a family.

Classroom teaching as a career. The amount of time that subjects would devote to teaching was examined from three time frames; two years, five years, and lifetime. Interns predicted that at least 16 of the 17 interns would teach for two years after graduation. However, for 11 interns, this two-year commitment was hinged on the fact that, if they didn't teach for two years, they would be required to pay back the scholarship money they received as part of the BIT program (Question #18 of the Questionnaire). The remaining interns were either neutral or

disagreed that the scholarship money had any part in their plans to teach for two years. Interestingly, parents of the interns, for the most part, agreed that money was a major factor influencing their son's or daughter's teaching plans.

The number of interns predicted to be in the classroom for more than the two year commitment decreased. Fewer interns were expected to be teaching beyond the two year program commitment and fewer still for five years after graduation. The difference, however, between the two and five year estimates was not significant as the modal response was ten who would be teaching after graduation. Generally, it appears that although the number of interns predicted to be teaching dwindles across time, those interns who do stay around after two years probably will stay for five. Overall, interns anticipated that more than 50% of their group would continue teaching for at least five years.

Respondents' views on teaching from a long-term perspective were more affirmative for the cohorts. All but one cohort agreed with the statement, "I view teaching as a lifetime career." Although the majority of interns indicated they too viewed teaching as a lifetime, five responded neutrally or disagreed with the statement.

Commitment to teaching. Another perspective from which to assess subjects' intentions to continue in the profession is from the expressed levels of commitment to classroom teaching. A number of questions on the paper and pencil and attitude surveys addressed commitment to teaching specifically.

In year two, a scale was developed to measure subjects' attitudes about teaching as a career choice. The scale is made up of six attitude statements about the teaching profession and its importance and potential as a lifetime career, rated on a 5 point Likert scale from "strongly disagree" to "strongly agree." At the end of year two, the interns' overall attitudes toward teaching were significantly higher than the cohorts ($p < .05$). At the end of year three, however, although interns and cohorts generally were positive about teaching (BIT, $\bar{X}=3.98$; Cohort, $\bar{X}=4.21$), there was no significant difference between the groups. In fact, the cohorts on average registered slightly more positive attitudes than the interns (Diff. = +.23). More variability in cohorts' attitudes than interns', however, was evident as demonstrated in the range of responses (Cohorts, range = 2.286; BIT, range = .714).

BIT interns and cohorts also were asked to select three characteristics that best described a) themselves, b) the BIT group, and c) "teacher education" students in general. One of the available responses was "committed to teaching." The majority of BIT students agreed that, individually and collectively, the interns were committed to teaching. The cohorts, however, did not endorse this as a characteristic of the intern group. The opposite was true for the cohorts. Cohorts viewed themselves and other teacher education students at Calvin as committed to teaching and, additionally, were viewed by the interns as committed to teaching.

Finally, all subjects were asked to compare their own level of commitment to teaching within their respective group and to compare

commitment between the BIT and TE groups. The majority rated their level of commitment as about the same as members in their group, i.e., cohorts individually were as committed as cohorts as a group. Almost half of the cohorts, however, considered their levels of commitment to be higher than those of interns. Although not endorsing this view completely, interns did not consider themselves to be more committed than cohorts; 60% evaluated their commitment as the same as the cohorts.

When comparisons were made between the two groups and "teacher education students at other institutions," the majority of BIT felt they were more committed while the majority of cohorts felt they had similar levels of commitment.

Future Involvement in Education

Interns and cohorts were asked about their career plans for the next five years. Fifty percent in each group indicated that they would be working their way up the career ladder; that is, they would be working toward becoming a Master Teacher and earning more money. Additionally, many shared that they would continue their own education in the field of education. This might include study in a specialty area or administrative training. It is important to note that significantly more cohorts than interns included continuing education in education in their five year agendas.

A number of interns and cohorts also admitted contemplating careers in education other than teaching and careers outside of the field of education. The intern group, however, was more likely to list careers that were student-, school-, or education-oriented. Careers mentioned by

interns included administration, college professor, and school psychologist. Cohorts, on the other hand, did not mention any education related careers.

Another interesting point is that other careers mentioned by both groups often related to their major area of study. For example, becoming an audiologist was contemplated by a deaf education major, and working as a computer analyst by a secondary education major whose area was computer science. Members in each group also listed medical occupations such as nurse, doctor, and veterinarian as careers in which they were interested.

Summary

In the short-term (less than 5 years), the majority of interns and cohorts expressed plans to continue classroom teaching. More doubt was cast by interns as the time frame lengthened into "lifetime" career. Still, the majority of interns considered teaching a long-term commitment.

Commitment to teaching was generally high for both interns and cohorts. However, comparisons of commitment between groups reflected cohorts' suspicions that interns were not quite as committed as the other TE students at Calvin. This suspicion was not confirmed by the interns themselves.

Finally, both groups appeared to reflect a long-term interest and commitment to the field of education or related fields. Additionally, interns and cohorts demonstrated an interest in continuing their educations in the field of education. Interns, however, were more likely to project themselves in a capacity other than classroom teacher than were cohorts.

Projections of Self in TE and BIT Programs

Subjects were asked to select three characteristics of a) themselves personally, b) the BIT as a group, and c) TE students as a group. The list of characteristics which were given as possible responses included popular, fair, creative, patient, self-centered, ambitious, open-minded, personable, intelligent, committed to teaching, high-achieving, and goal-oriented.

The responses regarding perceived characteristics were useful in assessing intern and cohorts' group identification. In other words, with which group did the interns and cohorts identify the most? Two questions are pertinent. First, did subjects see the two groups (BIT, TE) as different? Second, did the characteristics that interns and cohorts identified as descriptive of themselves fit their perceptions of either of the two groups?

Characteristics were considered in the analysis on a dichotomous basis. If a characteristic was mentioned by one-third or more of the BIT or cohort group, it was "characteristic;" if mentioned by fewer than one-third, then is was "not characteristic." For example, if one-third of the BIT identified "committed to teaching" as a perceived characteristic of the BIT group, then it was determined to be a characteristic of the BIT group. If mentioned by fewer than one-third of the interns, then "committed to teaching" was a characteristic that interns did not perceive to be characteristic of the BIT group. Characteristics that were selected with the greatest frequency were creative, committed to teaching,

high-achieving, goal-oriented, personable, patient, ambitious, and intelligent.

Perceptions of the Group

In describing the BIT group, the interns used five characteristics and the cohorts four, with a total of six different characteristics used by both interns and cohorts (see Appendix E). There was agreement between interns and cohorts on 50% of the characteristics used to describe the BIT group (3/6), including goal-oriented, ambitious, and intelligent. Additionally, interns thought of their group as committed to teaching and high-achieving, while cohorts credited the BIT group with being personable.

Regarding the TE students, interns and cohorts generated seven descriptive characteristics and agreed on three. Both interns and cohorts thought TE students were committed to teaching, high-achieving, and goal-oriented. Interns also used creative and intelligent to describe TE students, and cohorts thought TE students also were personable and ambitious.

For the most part, the characteristics used by both interns and cohorts to describe the TE students are behavioral in nature. That is, the characteristics may be demonstrated in some way. Committed to teaching might be demonstrated in the classroom or in what people say about teaching. High achievement is reflected in performance whether it is grades or classroom demonstration of knowledge or skill. Goal-oriented is reflected perhaps in both performance and in attitude projected during interactions.

The description of the BIT group was made up of two behavioral characteristics; goal-oriented and ambitious (again, observable in performance and attitude). In addition, however, the interns and cohorts agreed that the BIT group was intelligent. "Intelligent" is a characteristic that might be perceived as more inherent to the individual; something one is born with. In many ways, this distinction between BIT and TE students fits with the projected image of the group. Both groups are perceived to be good students with clear ideas about their immediate career plans. These, in fact, are thought to be characteristics of all students at Calvin. That the BIT group also is considered intelligent rather than committed to teaching is perhaps a reflection of the TE students' perceptions of this highly praised group of students.

Projections of Self Into BIT and TE

Of the original characteristics that cohorts used to describe the TE student group, cohorts' descriptions of themselves personally matched 50%. Cohorts agreed that they were goal-oriented, committed to teaching, and high-achieving (matching the common description by interns and cohorts of the TE group; see previous section), but also saw themselves as creative. They did not view themselves as particularly personable or ambitious, the two characteristics cohorts attributed to the TE group at large.

When cohorts' perceived characteristics are matched to cohorts' descriptions of the BIT group, they find similarity on only one characteristic out of seven possible (14.3%). Goal-oriented (the characteristic agreed to be in common between perceptions of BIT and TE groups) was the only characteristic that cohorts found in common with the

BIT group. Again, personable, ambitious, and intelligent were attributed to the BIT group, but not to themselves personally.

Summary

Agreement between interns' descriptions of themselves and their descriptions of the BIT group as a whole is 50% (4/8). In addition to committed to teaching, high-achieving, goal-oriented, and ambitious, interns described themselves as creative (same as cohorts), personable, and patient. They did not view themselves as intelligent, however. Others in the TE group may have "stereotyped" the BIT group, but interns themselves have not done so in quite the same way.

Interestingly, the interns appear to identify just as much with the TE group. Of the eight descriptors generated by the interns, four were used to describe themselves and the TE group as a whole. These characteristics, in fact, were exactly the same characteristics that cohorts used to describe themselves (creative, committed to teaching, high-achieving, and goal-oriented).

It could be concluded, therefore, on the basis of cohorts' descriptions of themselves, the TE group, and the BIT group, that cohorts identify more with the TE group (50% agreement) than with the BIT group (14.3%). The interns, on the other hand, demonstrated an identification with the BIT and TE groups. It appears that although the interns feel more a part of the general group of TE students at Calvin, the TE group (represented by the cohorts) still maintain that there are differences. These differences reflect an attitude that accepts the BIT group as the

"high ability" students, but is suspicious of their motives and intentions regarding the teacher training program.

Perceptions of Relationships: Interview Data

Others

Interview data from the interns revealed little in the way of comments or thoughts regarding their parents, teachers they have worked with during their practicum experiences, or students in those classrooms.

Cohort interviews produced a smattering of such information--all offered spontaneously. For example, one of the cohorts described her ability to relate to kids and, in doing so, mentioned memories of her father: "I think I can relate to the kids, but I had a real hard time as a youngster because my father would talk way above my head and some of my teachers did the same thing in high school."

Three cohorts commented about teachers with whom they had relationships through preservice practicum experiences. Two had nothing positive to say, suggesting that the teachers would make poor role models for young neophytes like themselves. The third cohort reported developing a good rapport with "the teachers around me."

Four cohorts had something to say suggesting the relationships they'd made with K-12 students. Comments ranged from the importance of "getting kids to like school" to recognizing qualities in high school students that might qualify them as good candidates for a teaching career. One of the cohorts spoke of working with "exceptional" students; it was "rough times," she reported. But she enjoyed the students--especially those who were mentally retarded: "They're such loveable kids." Another cohort, describing work in a day care center with one-year-olds, described the

children as loveable and cute but added that the job "was stressful not having anyone to talk to the whole day."

Faculty

In an attempt to gauge the interns relationship with Dr. Wright, the BIT program's originator and Director, we asked how they might feel if Wright were to accept a job (at the conclusion of their third year--midway through the program) which took him out of Calvin College and geographically far from the site. The immediate response from a fourth of the interns included "outrage," "surprise and abandonment," "furious," and "mad"; Responses from the others were less volatile. Discussion and elaboration beyond first responses uncovered perceptions of relationships between the interns and Dr. Wright.

Virtually all of the interns recognize the strong professional mentor role which Wright plays for them. They look up to him as an educator and leading player in educational reform. Generally, the strength of this professional relationship rests on the recognition they share with Wright of the importance of teaching as a career. "He's my role model in terms of education" claimed one intern; "he's the one who affected us with the love of teaching" according to another.

Wright serves as both a formal and informal advisor to the interns as well. They seek him out for guidance, they depend upon his support, and many of them thrive on his encouragement. "He's very much an 'open door' person", one intern noted; "He encourages you to stop by, even if you don't have anything to say of importance." Several others spoke of Wright's support when it came to day-to-day problems with their teacher

education program work. In the words of one: "He's been a great help through the whole thing and I always know that I can go and talk to him..." The following statement is a sentiment with which the majority of the interns would agree: "So many people have looked up to him for guidance, if you can call it that...I really do!"

Finally, for many of the interns, Wright has become a personal friend. Two referred specifically to the image of Wright as "like a father," and it is clear in many of their conversations that these young people feel very close to this man. This deep, caring relationship is best summed up by the following observation: "Within the last three years Dr. Wright has become one of the best friends I have. I feel that I can confide in him..."

Within the intern group is a small group of people who have not developed a sustaining, deep relationship with Wright. These few students report little contact with Wright over the last year and recognize their minority status in this regard. In the case of one intern, at least, the fact that the relatively frequent gatherings of the BIT group during the first year have ceased and their contact with Wright is no longer either regular or scheduled has allowed time for reflection. Speaking highly of Wright, this intern then added: "I tend to idolize people, though. Sometime along the relationship I always find out that 'Oops! I've put too much faith in this person' and I have to re-examine my views of this person."

Finally, the interviews with interns produced a distinction between their individual relationships with Wright and the ways in which Wright's

relationships with them are actually group-based. Several interns believe that, were Wright to disappear, they would become "even less aware of each other or less involved with each other." More of them felt otherwise--a sense plainly apparent in the following quote: "I don't know if I would say [Wright's absence] would detract from the [BIT] program as much as...it would detract from my experience."

During these remarks about the importance of Wright's presence, one of the interns noted with pride how Dr. Wright "courts" students into the Department of Education and plays a big role in the lives of those who decide to come aboard. Two of the cohorts provided supporting evidence for this contention with unsolicited remarks about the man. One, who had recently decided to pursue the teacher education sequence, described a desire to have Dr. Wright as his new advisor. The student enjoys the conversations s/he had with Wright when discussing coursework as opposed to the visits with her/his current advisor, when "basically, I walk in and say 'These are the courses I've signed up for'. He says 'Fine.' He writes it off and then I go." Another cohort's testimony about Wright practically echoes the sentiments of most interns:

> Dr. Wright --if you talk to him you'll leave his office thinking "I can be a good teacher!"... It's not even anything specific he says, but by the time you leave his presence you're thinking "Yeah, yeah, yeah!"

In addition to their remarks about Dr. Wright, interviewees also spoke of relationships they have with other Calvin College faculty.

However, because these perceptions were not solicited directly, they were few.

One of the cohorts noted how supportive the Department of Education faculty have been, telling the students how glad they (faculty) are to have them (students) in the department. The general faculty comment found in the intern interviews came from one of the group who noted that "A lot of the [education] professors know us pretty distinctly as Bridenthal Interns."

On a somewhat different note were two comments--one from an intern, another from a cohort--about a broader recognition of faculty as counselors. One of the cohorts, for example, spoke of a frustration experienced in the "secondary methods" course in terms of content-specific pedagogical information. "So what I have to do," according to this student, "is talk to my mentors--like the teachers in my field.... and talk to professors here." A similar comment came from one intern who recognized that when the time comes to talk about concerns "It's not just Dr. Wright any more, it's our [other] professors..."

Peers

The interns were asked to talk about their relationships with each other. Collectively, their remarks paint a picture of a group in transition between its past and its future.

Members of the group are making adjustments regarding their interrelationships. As one pointed out, "I think there is a general lack of us being together as a group..." In the words of another, "I've been losing touch with the group." Their early togetherness--a function of the

program's beginning design--is gone, but the interns appear to have few problems with this situation at the mid-point of their third year. That experience was "good because we started off as a group and we could go through this together," one intern added. "Starting together gives you reassurance. Once you learn the ropes, you break off."

"Breaking off," in this case, has splintered the interns into two basic groups--special education students and secondary education students. (One intern is pursuing early childhood certification.) The special education contingent shares many courses while those following the secondary education path are further divided according to content areas and have few "education courses" together. Despite such breaks, though, interns' relationships remain intact. "I think we have made friends and help each other," said one intern. "Even though we're now in separate fields we still keep in touch and help each other out..." This division between specialization directions (special education and secondary education) has resulted in a distinct physical separation among the group's membership, expressed succinctly by the following comment: "There are some [Bridenthal Interns] that I hardly ever see... since we had our classes together."

Nevertheless, as one intern wisely pointed out, this situation is not too different than most other: few college student groups manage to spend much time together. Those who have formed close-knit friendships with others in the group continue to enjoy a togetherness similar to the "early days":

> I associate with Bridenthal Interns, my friends. My roommate...[is] a Bridenthal Intern... Most of the time I'm with Bridenthal Interns and then there is the secondary education [group].

Despite their awareness of this separateness, the sense among the interns is that the relationships they did establish will remain strong over time. There is some anticipation of a revival of the group's closeness and spirit during the program's fifth and sixth years. One intern describes this anticipation in the following way:

> I know that when I go out teaching, I will always be able to turn to a Bridenthal Intern and be able to talk to them about teaching or my problems or my successes, and ask for advice... That's going to be one thing that will encourage me to stay in teaching.

Another mirrors these sentiments:

> I want to keep up for years and years with all the interns and find out what they're doing, like, on the career ladder..., how they like their classes..., how people's interests have changed.

Data from these interviews support the belief that relationships among most members of this group are strong if, perhaps, in some immediate state of suspended animation. One intern's remark says this best: "There's always going to be a group of people that you can say you went through it all [with] together."

At the time of these interviews, the interns had completely integrated into the "regular" preservice program at Calvin. Although their consciousness as Bridenthal Interns remains strong for most of the group, their day-to-day activities place them in a larger world which

dampens their BIT-related memories ("I don't think of myself as being an intern; I think of myself as just being a student at Calvin," one interns said) and provides them with opportunities to develop new relationships.

Many of the interns spoke about their relationships with "regular" education students. Those pursuing secondary certification spoke of the difficulty in maintaining friendships among other education students because they are scattered among the disciplines (mathematics, English, etc.) and further divided, among the social sciences group, into history, economics, and the like. Secondary education peer groups, thus, are very small --described by one intern as "little, anxious group[s]... Everybody has something to say and they're not afraid to say it. And they've got good things to say."

The elementary and special education interns are in a different situation. They "stick together"; "It's a good group," noted one BIT member. "There's a lot of openness and friendliness among all of us." Another intern supposed that this closeness shared by those pursuing special education results, in part, from the various and fascinating aspects of the special education field itself. They take classes together, study together, and visit practicum sites together. The group has become so close that one intern claimed that "I can probably tell you what every special education student is doing with their lives at every moment." Continuing, the intern added: "As a group, I feel that we are all friends... We are all in this together--you know, teaching special education kids..."

The collective comments of special education interns, exemplified by the preceding quote, suggest that these interns have transferred many of the feelings they initially developed for the intern group to their new, special education group. In sum, the Bridenthal Interns have succeeded in developing relationships with peers in the "regular" teacher education program, although the nature of the differences between elementary/special education certification programs and the program designed for secondary certification seems to facilitate stronger relationships in the former than the latter. They see themselves working "together," with non-interns, toward their chosen career. As well, the interns now recognize that "We're not the only ones who are bright and talented people who are going into education. I think," continued one intern, "there's a lot more out there."

Cohorts, during their interviews, were asked about their relationships with the Bridenthal interns. All of the cohorts know one or more of the interns, some describing the interns they knew as "really good friends." Their comments, thus, are based upon personal knowledge.

Members of the cohort group have mixed emotions about their intern peers. On the positive side are feelings represented by the following comment: "There's one or two [interns] who are just outgoing, bright people who really know their stuff." Another cohort adds: "I can think of at least two or three [interns] that I'm sure are going to be great teachers."

The cohorts offered several theories about why their Bridenthal Intern friends were destined to be successful teachers. According to one,

success will flow from the obligation interns accept with program membership and participation. "I don't feel the same sense of obligation that the Bridenthal Interns would," one cohort explained, "because of the amount of [financial] support and encouragement [they] get." A second theory pertains to the long-time career desire had by the interns:

> The ones I've known. . . were wanting to be education majors in their junior and senior years in high school. They were gearing toward that .... And they've never seen any reason to change their minds. They don't have any skepticism...

A third theory relates to the nature of the experiences provided to the interns through their BIT program. When projecting about the likelihood of success for interns as teachers, a third cohort pointed out that

> A couple of them I know have a lot of confidence [working] in the schools. If they have a question for an assignment they know somebody who's out there teaching or in a administrative position... that they can call or go visit... They seem to have those contacts that I don't have.

On the negative side of the cohorts' perceptions of Bridenthal Interns are several expressions of what might be interpreted as disappointment and others of plain social dislike. To begin, several cohorts believe that some of the interns entered the BIT program with intentions other than becoming career teachers. One cohort spoke of an intern friend who seemed to be in the BIT program "because she was offered the [internship] and she thought it was a good way to pay for college."

Another cohort "can think of one intern [whose presence in the program] kind of surprises me a little."

A few cohorts spoke honestly about their ill feelings toward a few of the interns. "I've met some [interns] who are very arrogant" one cohort remarked. Another, in a related comment, had the following to say:

> Last time I talked with you [the researchers] I was very resentful of [the interns] because I felt like they'd had experiences that would make them better teachers that I missed out on and I really wished I had had. But...I didn't know who they all were. [Recently]... I got to know a couple of them... and they're normal people. Some of them seem to feel like there's something inherently better about them because they're interns, but that's so few... probably three. I have a lot less resentment [now].

The question of whether or not the interns are "special" or "different" in the eyes of their cohorts is an interesting one. One of the cohorts told a story of how inconspicuous the interns have become in education classes, noting, however, that "If you talk to some of them individually, most of them are proud that they are [in the program]." Another cohort represented similar sentiments:

> Cohort: The Bridenthal Interns are pretty much outstanding students. There is something special about those students.
>
> Interviewer: How do you know they're outstanding?
>
> Cohort: Just because of the ones I've talked to; they've said they were very high students.

In another cohort interview, the following thought was offered by a non-intern: "[Their specialness] may be just a personal characteristic--not part of [their being in] the program at all."

Like their counterparts, some cohorts comfortably talk of themselves and other non-interns with the same descriptors they use for interns. According to their interviews, the few remaining distinctions are the notion of the interns having had a "head start" and the perception that with regard to the teacher education sequence/courses, the interns have a better sense of what to expect. As one cohort described it, " a lot of [the education majors] don't exactly know what's going on."

Perceptions of Relationships: Instrument Data

Throughout the BIT research project, the relationships between the interns and others has been examined. Much of the information collected in year three, via paper and pencil instruments, focused upon interns' relationships with parents, school personnel in the field, peers (in the BIT and TE programs a well as students attending Calvin at large), and faculty in both the Department of Education and other departments across campus.

Insight into these relationships was accessed using a variety of question types. Specifically, Likert scale items were used to evaluate interns' and cohorts' perceptions of support and reactions they received regarding their decision to become a teacher. Additionally, a number of open-ended questions offered subjects opportunities to comment on relationships they had with faculty and peers.

Relationships with Others

The support that interns and cohorts felt that they received from parents and teachers in the field regarding their pursuit of a teaching career demonstrated interesting similarities and differences. Support for their career choice was indicated in response to the question, "How supportive are the following individuals in your career choice?" On a Likert scale from 1 (not supportive at all) to 5 (very supportive), subjects rated the support of eight individuals or groups including field experience teachers, former teachers, and parents. Additionally, reactions to interns' and cohorts' career choice were rated for field experience teachers, mother, father, and boyfriend/girlfriend on a five

point Likert scale from 1 (strong negative response) to 5 (strong positive response).

Significant others. For the most part, the support and the reactions perceived by interns and cohorts from "significant others" were strong and positive. There were no measureable differences between groups. For the interns, 93.8% felt support from parents (48.3% = Very Supportive; 45.5% = Supportive) compared with 100% for the cohorts (50% = Very Supportive; 50% = Supportive). For interns and cohorts, of the individuals for whom levels of support were rated, parents were the second strongest source of support.

Positive reactions to subjects' career choice were slightly lower but still more frequent than negative reactions. Seventy-five percent of the interns' mothers demonstrated a positive response as well as 81.3% of their fathers. Three mothers and two fathers of interns, however, were evaluated as showing strong negative responses to interns' career choice. This was not the case for the cohorts. Parents responses were positive (mothers; positive=83.4%, fathers; positive=83.4%); the remaining 16.6% were neutral with no negative responses indicated.

Reactions from boyfriends and girlfriends were not as positive as those from parents. Approximately 85% of both groups responded to this question. For the interns, 50% indicated positive responses, 12.5% neutral, and 18.7% negative responses. For the cohorts, 50% were positive responses, 33.3% were neutral, and there were no negative responses indicated. Again, although not statistically significant, interns

received more negative feedback than did cohorts regarding their career choice.

Support from other professionals. The perceived support that cohorts and interns felt they received from field experience teachers and former teachers was quite different. Although both groups ranked the support from field experience teachers the same (fifth out of seven possible ranks), interns indicated that they received substantially more support than cohorts from field experience teachers (Interns=87.5% strong; Cohorts=66.6% strong). It appears that the groups are receiving different messages from field experience teachers. Former teachers, on the other hand, were most supportive (ranked first, along with parents) of cohorts. Former teachers were ranked sixth for interns, however. It is interesting to note that former teachers often were those who recommended the interns for the BIT scholarship program in the first place. Many of the interns had frank discussions with their former teachers regarding the prospect of becoming a teacher. And, although these teachers may have recommended their former student, they may not have supported their choice to teach.

The reactions that interns and cohorts indicated they perceived from field experience teachers validated the levels of support they felt from these same individuals. The interns received more positive reactions (81.0%) than did cohorts (66.7%). Two interns and one cohort registered negative reactions from field experience teachers.

Relationships With Faculty

The relationships that interns and cohorts had with faculty was examined from three perspectives: faculty at large (both in and outside

of the Department of Education), faculty in education specifically, and the BIT program director and chair of the department of education, Dr. Wright.

Faculty at large. Over three quarters of the intern and cohort groups felt strong support from the Calvin College faculty (Interns, strong=87.5%; Cohorts, strong=83.3%). This included faculty in and outside of the Department of Education. Support from university faculty was ranked as fourth by both groups.

When only faculty outside of the Department of Education were evaluated with respect to their reactions to the subjects' choice of a teaching career, differences between groups were apparent. Although for interns and cohorts alike, 50% felt non-education faculty reaction to their career choice was positive, interns' decision to teach also received negative responses. Four interns indicated that faculty responded negatively to their career choice and 25% indicated neutral responses. Cohorts indicated no negative reactions (50%=positive and 50%=neutral).

Differences between the responses of university faculty at large and faculty outside of education may distinguish the two groups in terms of their group membership. Is less support given to interns because they are in the BIT project and perceived to be more talented or because they actually are more talented than other teacher candidates?

Faculty in education. The perceptions of the relationships between interns and cohorts and faculty in the Department of Education were reflected in not only ratings of support but also in open ended questions about the BIT and TE programs. Examples of these questions include;

List your three favorite Calvin College professors (from any department).

What are the long term advantages of the BIT/TE program at Calvin?

Describe the most pleasing benefits or aspects of the TE/BIT program at Calvin.

Describe two of the most annoying features of the BIT/TE program.

In listing favorite professors, the interns included education faculty in 40% of their responses. This was by a margin of 27% above other departments such as history and math. Overall, professors from 13 different departments were listed by interns. The cohorts followed the same pattern although not with as strong a conviction as demonstrated by the interns. Thirty-three percent of the professors listed by cohorts were members of the Education Department with a margin of 16% above other departments mentioned. There were 8 different departments represented by cohorts.

Subjects were asked to list three favorite professors. On the average, cohorts listed one education professor of the three and interns listed one and often two education professors. For the most part, it was interns and cohorts in the special education program who listed two professors; the chair of the Department of Education and a major professor in the special education program were mentioned most frequently.

It was only the responses to the questions regarding advantages, benefits, and annoying aspects of the TE program which provided more specific insight into relationships between interns, cohorts, and faculty. For the most part, interns did not discuss faculty in descriptions of the

BIT program. One of the long term advantages of the TE program mentioned by members of the intern and cohort groups included support from faculty after graduation. Three interns and one cohort specifically focused on the support system provided by education faculty that they expected would be in place after they graduated from Calvin. Although "support system" was indicated generally as an advantage by a number of subjects, the nature of the support system was not always specifically defined.

Responses to the request to list benefits of the TE program focused heavily on faculty. Both groups described the Calvin, Department of Education faculty as a whole positively. The interns mentioned close, one-to-one relationships with faculty members, personal contact, and a partnership after graduation as benefits. Cohorts focused on personality factors such as friendly, caring, and personable. Both groups felt that the education faculty were helpful.

There were also negative statements with respect to education faculty. These were listed under the annoying aspects of TE and included the following.

By interns re:TE Program;

Some (faculty) are not concerned with the kids we teach.

"Rotten" secondary methods instructor.

Lack of competent secondary methods instructor (Dr. Wright is the only one).

Strange

Moving (referring to faculty attrition).

By cohorts re:TE Program;

Hard to get a hold of.

Expectations sometimes too high.

As indicated previously, when interns were asked about aspects of BIT, their comments focused more on programmatic and personal aspects, not faculty. Relationships with faculty appear to be connected more to the TE program than to the BIT program.

Review of responses to open ended questions by interns and cohorts about the TE program yielded no comments referring to Dr. Wright. It can only be hypothesized that Dr. Wright is not seen to be an integral part of the TE program. At this point in time (year three in 1986-1987), he teaches one of the core courses in the TE program, "Schooling in America." With respect to the BIT program, Dr. Wright was not seen to be related to long term advantages of BIT and was not mentioned as one of the annoying factors.

Although there was an apparent lack of association made between Dr. Wright and the TE program by interns, he was mentioned most often as their favorite professor. This, of course, is most likely due to his pronounced association with the BIT program and his involvement in the BIT induction phase during interns' freshman and sophomore years. Dr. Wright was listed at a rate of 27% (i.e., of the 48 opportunities, he was listed 13 times as their favorite professor); this is a margin of 20% above other professors listed by interns. Of all of the education professors listed as favorites, Dr. Wright was identified by almost three quarters of the interns as their favorite (72%).

Cohorts, on the other hand, did not endorse Dr. Wright to the same extent as interns. Dr. Wright was identified as a favorite instructor at a rate of 12% equal to two other professors (i.e., of the 33 opportunities, he was listed 4 times). Of the education professors listed by cohorts, one-third mentioned Dr. Wright as one of their favorite professors.

Another source for determining relationships of interns and cohorts with Dr. Wright was responses to the attitude statement, "Dr. Wright has been helpful to me this year." Significantly more agreement to this statement was evident for interns than for cohorts ($p<.007$). Both groups, however, indicated maximum support from Dr. Wright with respect to their decision to pursue a teaching career. Dr. Wright was ranked number one in terms of strength of support (Interns, strong=100% [of which 100% was "very strong"; Cohorts, strong=100% [of which 83.3% was "very strong"). Although Dr. Wright was not perceived to be particularly helpful by cohorts, they did view him as supportive of their career choice.

Interns' strong perceptions of Dr. Wright's helpfulness may be explained by the amount of contact interns reported that they initiated with him. Interns indicated that they initiated contact with Dr. Wright two to three times more than cohorts. Three interns couldn't put a number down because their contact was so frequent and wrote "every day" and "many."

On the other hand, the number of contacts that interns and cohorts reported that Dr. Wright initiated with them indicated that Dr. Wright was more equitable in his own contact with the groups. Although more contacts

were reported by the interns, some cohorts also indicated that he had contacted them up to 20 times that year. Once again, two interns couldn't ascribe a number to the amount of contact and used "every day" and "many" for their responses.

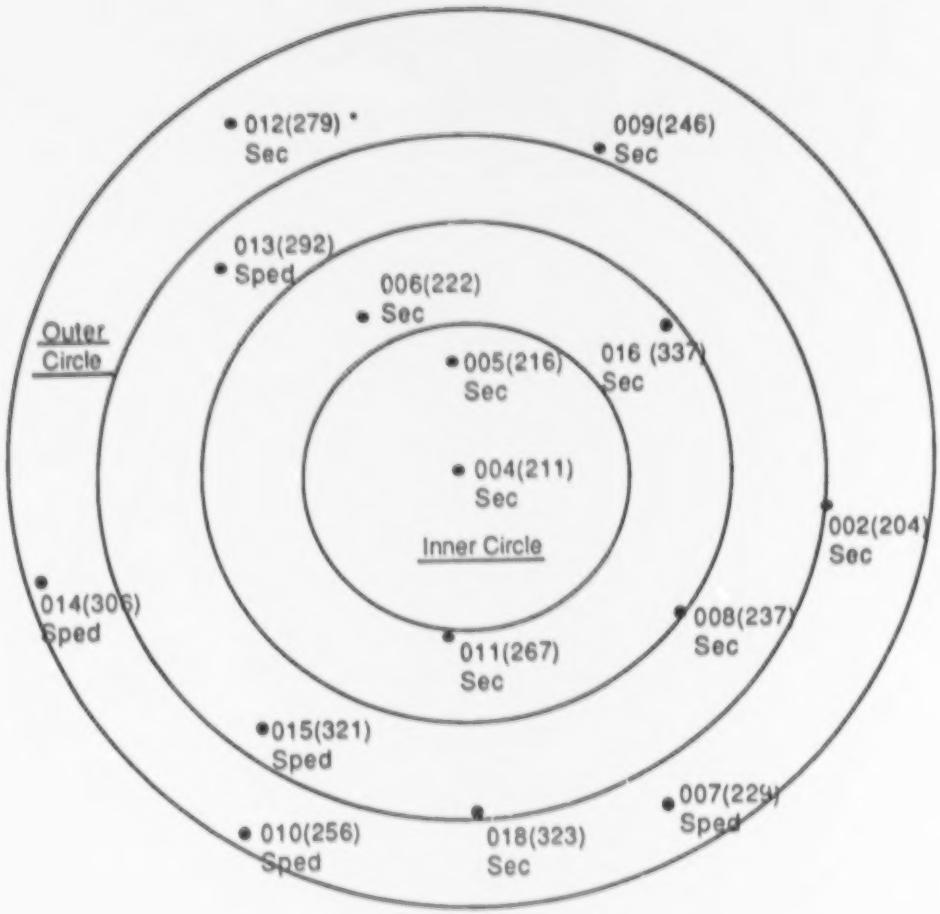
Relationships with Peers

In order to glean information regarding relationships of members within the BIT group and relationships between the interns, cohorts, and other TE students, subjects were asked to list five individuals with whom they spent the most time. These individuals were listed in descending order with respect to "amount of time.".

As was the case in year two, these data allowed for the development of a sociogram indicating placement of interns within the Bit group as a whole. The results of year three proved to be very different from those in year two. Many of the interns who were in the "inner circle," that is were most important to the BIT group, moved to positions varying in distance outside of the inner circle. Additionally, many outsiders from last year moved toward the center. Figure 5 illustrates the sociometric data. Placement was determined on the basis of frequency of mention and rank order with respect to amount of time.

Interesting patterns regarding the placement of interns within the group emerged. For example, the individuals in the "inner circle" are all secondary majors. The secondary majors do, in fact, make up the majority of the BIT group. On the other hand, the interns who are on outskirts of the group are all special education majors. The two interns who were not

Figure 5. Interns' Listing of Group Members with Whom They Spend Time



* Intern's current code number years 2 and 3 (code number year 1)

Note 1: 003(207) Kindergarten and 017(354) Sec and Sped were not listed by interns.
Note 2: None of the cohorts were listed by the interns.

mentioned at all (out of a possible 80 opportunities) were not in the secondary program but in special education or kindergarten.

In the listing of individuals with whom the interns spent most of their time, interns were more likely to mention fellow BIT members. Cohorts spent time with a variety of individuals in the teacher education program and presumably outside of the TE program. Cohorts mentioned interns only twice (out of a possible 30 opportunities).

The dichotomy demonstrated with these data and supported by other data is that although the interns seemed to place less emphasis on the BIT program, the intern group still appeared to be strong. Additionally, even though the group was split by major (secondary vs. special education), neither group was more likely to mention other teacher education students. For all of the discussion by interns about the similarities between the BIT and TE students, there is not evidence that these similarities draw the two groups together as active social peers.

REFLECTIONS OF PROGRAM

Reflections of Programs: Interview Data

Calvin College Program

One student noted a trip taken, over the previous summer, to Eastern Europe (USSR, Poland, etc.). The trip was sponsored by the History Department at Calvin and was not focused on education. The only additional, direct reference made about Calvin was its high cost. One of the cohorts noted that without financial aid, a Calvin College education would not have been possible.

By and large, the only comments students made about Calvin College during these interviews came within the context of a question about getting a teaching job (which will be discussed in more detail later). Most believe that Calvin's regional reputation as a "good school" will play in their favor. However, in the minds of most, it is probably more correct to say that the emphasis they recognize is Calvin's Department of Education.

Teacher Education Program

Future teachers at Calvin College begin their career trek by taking two courses: "Schooling in America" and "Growing Up in America." Most students take these as sophomores, prior to the start of their upper division professional sequence. In other words, these are the only two courses shared by all preservice teacher education students. To the extent that any of the interviewees offered comments about these two courses, their remarks illustrate the general, survey nature of the courses.

"Schooling in America" is perceived as an "issues" course while "Growing Up in America" is seen as a child development overview.

Following these courses, students move into either an elementary or secondary sequence--with additional work in each for students aiming for special education certification. The interviews make it clear that students in one sequence know little or nothing about the other sequence short of the fact that secondary people take far fewer education courses than their elementary peers.

The interns began their third year at Calvin in their respective elementary (in the case of this group, this turned out to be special education) or secondary professional coursework. The elementary/special education students took two courses--"The Learning Disabled Child" and "Survey of the Exceptional Child"--while the secondary students took one course entitled "Secondary School Curriculum." Because they are not, like the interns, proceeding through their studies as a group, not all of the cohorts had just completed these courses. Several took them earlier, and one--a secondary major--has not yet taken the curriculum course. Nonetheless, their collective comments suggest that these courses are foundational in nature; "theory" was a description used for all three courses.

Strongest retrospective feelings about these courses came from the secondary students who had taken the secondary curriculum course. They described it as largely an "issues" course, like "Schooling in America," that provided them with some new information and ideas. The class did some work in small, subject-specific groups (English, history, science,

etc.) and did some actual curriculum planning that accounted for about 10% of their grade. As one intern explained it:

> We talked about what influenced curriculum, what curriculum is, and how it could work. I got an idea of how I could impact curriculum and how I couldn't. We drew up a curriculum guide and surveyed public opinion about curriculum and then wrote a paper about that--a group effort.

More than half of the secondary students also offered comments relating to the fact that the course was taught by Dr. Wright--the BIT program's Director. Their remarks are represented by the following exchange:

> Interviewer: Now, how did you find that [Secondary School Curriculum] class experience...?
>
> Intern: Well, I don't know. It was kind of redundant because I've just been with Dr. Wright so many times and he repeats himself a lot. I get the idea that he doesn't really want to be there. He tells us, "I wish you didn't have to have twenty-four hours of education, too. It's not the way I would do it but it's the way it has to be done." I kind of got the idea that we were all there because we had to be. We did try to learn something while we were there.

Because these interviews were done at the start of their semester, the students could only speak expectantly of their newest courses. The elementary/special education interns were enrolled in a six-hour methods course which they anticipated would be more specific and provide them with "practical methods." Interestingly, the single cohort who had already

taken the elementary methods courses noted that while some were quite informative, others struck this student as "kind of vague." All of the others, however, were looking forward to taking these courses. As one cohort explained:

> I'm a little bit nervous about [teaching] ... and I'm afraid that I'm not going to know what to do. I've had most of my education courses except for my methods courses, which I'm taking this semester. I'm hoping that [these are] going to pull it all together for me and I'll know what I'm supposed to teach and how I'm supposed to teach it.

The secondary students were enrolled in a three hour course called "Secondary School Teaching"--the only "methods" course in their professional sequence. They predicted that this course would be "more in depth" and "more practical" than previous ones, in part because it was being taught by an adjunct faculty member described, by one intern, as follows: "a graduate student [who] was a teacher [and] was a vice principal." One of the cohorts adds: "She's not a Calvin professor; she's from Southeast District... and she's coming in here to share, with us, her wisdom about how to be a good teacher. Classroom management is one of her big, important concepts that she wants to get across." Two additional examples of students' expectations for this course give a flavor of their hopes:

> Intern 1: [This course is] probably more methods, teaching strategies, managing [the] classroom. We're going to be out in schools again doing things like just learning how to run a duplication machine, being an aide, [and] taking roll. And they want

us to teach a class three to five times, observe teachers' skills that they've picked up over time, things that they thought were effective.

Intern 2: The class that I am most interested in at present is the education class that we are taking [now] ... According to the syllabus, we are getting a lot of practical use and I'm looking forward to that. I was wanting that in my other classes, and I was thinking my other classes aren't going to help me much. But now I realize you have to learn theory first. [This class] is going to be our practical experience.

Beyond their coursework, the students interviewed also offered several thoughts about field experiences. Neither the elementary nor secondary student interns were required to visit schools during their previous semester. Half of the sixteen interns commented about the fact that after two years (four semesters) of routine experiences tied to all of their BIT-specific courses, no field work was required during the first semester of their third year. Two of those eight interns missed their routine school visits--one believing that one can never have enough school-based experiences and the other noting that repeated field experiences allow the student to see many different schools within the region. The remaining six interns, however, were glad for the respite. They noted the difficulties of such requirements in terms of the time they take (travel time, especially), the complications they bring to scheduling one's week, the time they take away from one's other studies, and the unusual problem they pose to students without personal transportation.

Members of the cohort group also spoke of their field experiences. One noted, for example, that such travels played an important role in the students' eventual decisions about preferences regarding subject areas (e.g., basic math or algebra and geometry) and student age/grade levels. Several others noted not only the value of field experiences but the additional value of doing things during these school visits. In the words of one cohort:

> It always seems I learn so much more out in the field than I do sitting in classes. I used a little bit of the stuff I learned in class, but I learned so much more out doing the actual work. Instead of just doing observations in my earlier classes, I think if we would have done something like [being] a teacher aide... that would have been much better.

In sum, the interns are well ensconced in their respective secondary and elementary teacher education sequences (with all but one elementary student seeking special education certification). The elementary students have some idea about the education-specific courses which lie ahead while the secondary students have no further courses remaining in their program until the time comes for them to do student teaching.

The cohorts offered a few general comments about the support they feel from the Department of Education in general and its faculty in particular as positive indicators of their teacher education programs. The more important difference between their program-specific remarks and those of the interns seems to be the tentativeness they express about actually being prepared to teach. This sense of mild anxiety was more

prominent among secondary students and can best be fairly illustrated by the following cohort's remark:

> We [secondary students] don't have a lot of education classes to take. I don't have a lot of experiences in the classroom... I don't think [what I have had] will fully prepare me. I really don't.

BIT Program

In order to determine the interns' impressions of the BIT program they were asked several questions--the first of which was simply "Is it working?" Every intern answered in the affirmative. Their reasons for believing so were many: the fact that Calvin's Department of Education had adopted the BIT's freshman seminars and continued to recruit groups of student's like the Bridenthal Interns, and the fact that the program makes interns feel good about their individual successes were reasons offered by a small number of respondents. Three interns noted the importance of the scholarship monies in creating a successful program. "It's not why I'm staying in it," noted one, "but I sure wouldn't get out of it. I tell you right now if I didn't want to teach... I would stay with it anyway."

A quarter of the interns argued that the program was working because it created a strong sense of groupness among them; the fact they were all "still here" was cited equally as often. Almost a third of the group felt that their presence, as "highly qualified" future teachers, was an indicator of program success while the same number cited early field experiences as evidence.

Several of the cohorts spoke in support of the above perceptions in their own comments about the BIT program. "It helps recruit more

qualified people... instead of just people that drop in at the last minute just looking for a job," one cohort claimed. As for the scholarship monies, this same cohort believes that such financial incentives are indeed important: "It's a matter... of making the profession look more attractive by saying... they are willing to spend the money..."

Another cohort felt that the BIT program's success was due to a variety of factors and aspects not present in the regular TE program.

> If I knew, when I came into the department or college, that I was going to be an education major, it might have a little more impact on me: I might be more determined... Right now I still have people saying, "Why are you going to be a teacher? Are you sure you want to be a teacher?" The Bridenthal Interns--they're getting people who are very much for them and it's obvious because the Education Department says, "Look, we want you as a teacher. We'll give you financial aid to get you to be a teacher." There's a lot of support for those things.

The single area where the cohorts, as a group, supported the interns' judgements regarding program success came in the area of field experience opportunities: most cohorts recognize the value of this difference in programs. In the following statement, one cohort describes the numerous, different opportunities provided to the interns:

> I think [the BIT interns] have a lot more exposure to the teaching field. They have a lot more functions they can go to [and] a lot more information given to them...

Another cohort agrees, but offers a slightly different analysis:

> They do have a lot more exposure, and I think they go out in the field even in the freshman year. I'm not sure. I can see how that could get redundant, though... And also I think I've heard them say that those seminar courses are repeated in the regular education courses...
>
> Yeah, they've had more exposure, but who's to say that's good or bad? They may have, maybe, more self-confidence because they've been there more and experienced it more.

Almost half of the interns interviewed noted that the BIT program was working because they had successfully become integrated into Calvin's Department of Education. As one intern explained, "I think it's right on schedule because it says that at the end of our sophomore [year] we would flow into the general education curriculum..." And that it has accomplished, according to the cohorts. Interns are no longer singled-out within courses and they are, obviously, taking the same courses (now) as the cohorts. For some time, one cohort explains, "they [interns] knew a heck of a lot more than I did. But that's changing." As another cohort put it, "We're catching up."

The most frequently mentioned reason for believing that the BIT program was working--noted by half the interns--was their growing sense of sureness about, interest in, and commitment to teaching. The following quote is representative of this sentiment:

> It seems to me that the further we go along with the program, the more committed we are to teaching. At the beginning, a lot of us said, "Well, I'll do my two years. I'll pay my duty and then I'll do

what I really want to do." And some of them might have even said, "This is not what I want to do, but I'll do it for two years." But the further we go, the more we learn about education, the more we realize what an important profession it is. And the more we want to do it. That's the case with me.

In an attempt to have the interns consider the success of the BIT program in a larger sense, we asked them to consider how one might judge it's efficacy at the end of the six-year period it will run. One intern believed that counting the number of interns who remained in classrooms would be a mistaken way to judge success, and another opined that maintaining interest and involvement in some area of education might be a reasonable measure.

Two interns claimed that the degree of peer support available to interns during their first two years of teaching would be an important indicator of success, while another two interns would look at the fact that members of this special group spent even two years in classrooms as proof of success. Another argument offered by two interns was that six years was not enough time to pass judgement on the BIT program's success.

According to three of the interns, the program's success should be judged by the extent to which the interns show direction, dedication and professional perseverance. Almost a third of the group agreed, but added that such measures (e.g., motivation, enthusiasm, and performance) should be compared to non-BIT teachers in order to know success. Another measure identified by almost a third of the interns was simply to count the number of Bridenthal Interns who would teach beyond their two year commitment.

The most frequently cited yardsticks of program success would take an inquirer in two very different directions. The first was a collection of ideas suggesting that program success is best measured by the extent to which the BIT program has raised levels of awareness in others regarding the need for good teachers. In other words, interns argued, evaluators would look to see how the BIT program has (a) changed teacher preparation at Calvin and other institutions, (b) prompted more "qualified" students to enter teaching, and (c) spawned similar programs around the country.

The second direction numerous interns cited would take an evaluator away from a group-oriented focus and have program success judged according to the quality of individual intern experiences. Those who favored this focus wished not to lose sight of the fact that each person is different and will respond differently to the six-year program.

Reports from years one and two suggest that the interns had difficulty recognizing the program as something separate from its Director, Dr. Wright. And although members of the group continue to feel quite close to him (see earlier discussion of relationships), we were interested in learning whether the interns still saw the program as inseparable from Wright.

Toward that end, the interns were presented with a hypothetical situation wherein Wright would leave the BIT group--and Calvin College--at the conclusion of their junior year (the mid-point of the BIT program). The interns were asked how that departure might affect the program.

Only two of sixteen interns believe that Wright's leaving would greatly affect the program or cause it to "fall apart." Half of the group

recognized that losing Wright would result in some problems: for example, they would lose their leader and program spokesperson, and their cohesiveness and morale might suffer. However, most interns felt that such a scenario, while disappointing, would not disrupt the program's flow. They reckon that Wright would be replaced with a new BIT leader but that the program would differ little. They explained that they have been "prepared," already, by Wright and that they have grown to a point of programmatic independence from him. Their faculty networks are expanding and they simply don't see Dr. Wright as much as they previously did. "We are so far on our way," noted one intern; "... I don't think the program would fall apart."

We made a final attempt to understand differences in students' programmatic reflections by asking them to talk about job prospects. We expected that students beginning their teacher preparation sequence would have begun to think about finding jobs. Furthermore, we assumed that their diploma from Calvin, their preparation from Calvin's Department of Education, and for the interns, their membership in the Bridenthal Internship in Teaching Program, would be seen as important factors in their job searching.

All of the interns have been thinking about getting a job, and while four expressed some worry or concern, most are confident of employment . When offering explanations, several mentioned offers already received from one school/district or another and almost a third felt that shortages in their certification areas (special education and science) assured them employment. While only one intern is convinced that Calvin College's

reputation is itself a major factor, half believe that the strong reputation of Calvin's Department of Education will be a great help in their job search.

Nearly seventy-five percent of the interns believe that in a situation where all things are equal, their status as BIT interns will play an important role in their finding work. In this prediction, the cohorts happen to agree. While the cohorts mentioned the importance of Calvin's Department of Education and certification shortage areas, too, they reluctantly recognize the "BIT advantage." The cohorts are convinced, almost to a person, that they will be no more or less well prepared to teach than their intern peers. "Ideally, there shouldn't be any difference," as one cohort pointed out. "However, because [the interns] are known [by the people who hire teachers] as 'special,' they'll probably be looked at first." One might find it somewhat ironic that only three Bridenthal Interns noted that the program requires two years of classroom teaching--a fact that alone should alleviate most job-finding anxiety among the intern group.

Although we had hoped that such a question might help us to better see distinctions, made by the interns, among the overall program at Calvin, the Education Department's program(s), and the BIT-specific program, the outcome was tenuous. One intern explains why:

> It's hard to separate them because when you talk about the Bridenthal Program you're also [aware of] the fact that there's Calvin's Education Department that has some of the responsibilities.... So it's kind of hard to say whether it's the Bridenthal Internship

Program or the department ... [or] the College itself [which has the greatest influence on us].

Reflections of Program: Instrument Data

Program Activities

Cohorts and interns were asked to approximate the number of hours per week they devoted to eleven different activities. These activities may be categorized with respect to their association with extracurricular school-related activities, classes, activities not related to school, and other. Appendix O provides information regarding the list of activities included in each of these categories in addition to the mean, mode, range, and differences in time between cohorts and interns.

Neither group spent an excessive amount of time engaged in school related extra-curricular activities. When students did, however, it was in the area of sports. On average, one to three hours out of the week was allocated to these activities.

Activities directly related to school, that is academic activities such as going to classes and studying, illustrated a difference between the two groups. Although there was not much difference in the amount of time devoted to classes, the amount of spent studying was greater for interns by an average of almost 11.5 hours.

The category of "outside activities" included time spent with family, in church activities, in community work, and engaged in outside work. Regarding family, although the mean number of hours spent with family by both groups suggests that cohorts spent more time with family, the range and mode suggested the opposite. Since the interns, as well as the majority of cohorts, were all from the city within which the university is

located, from 15 to 20 hours a week were devoted to family. This constituted a large portion of these students' time.

Time spent in other outside of school activities was minimal and the differences were not significant. The interns, on average, spent more time in church related activities when compared with the cohorts (a difference of almost 2.5 hours per week). Cohorts, on the other hand, spent more time working outside of school by about the same margin (2.5 hours/week). Finally, the time subjects reported in community service suggested that only a few participated in such work.

Students also were asked to approximate the amount of free time they had; that is, the amount of time they spent just "hanging out." Although the range for both groups was up to 40 hours, the average amount of time was 20 hours for cohorts and interns alike.

In terms of attempting to describe subjects' "college program," similarities and differences are evident. When the four major categories (extracurricular school related activities, classes, activities not related to school, and other) are considered, the major differences between the groups is in school and outside-of-school activities. The interns spent notably more time engaged in class-related activities (13.49 hours on average or more) while the cohorts, overall, spent slightly more time (7.16 hours on average or more) in outside-of-school activities. The university program, however, looked remarkably similar between the two groups. From most time spent to least time spent, the groups prioritized the ways in which they spent their time in the following order; classes,

outside activities, free time, and school related extra-curricular activities.

Perceptions and Attitudes Regarding BIT and TE Programs

Interns: Perceptions of BIT. The interns were provided a number of opportunities to describe aspects of the BIT program specifically. Interns listed benefits, long term advantages, and annoying aspects of the program.

Interns were asked to rate a list of 12 words and phrases to indicate whether or not they represented a benefit of the BIT program. For discussion, these words and phrases are divided into "teaching" and "non-teaching" related descriptors (see Appendix P). Benefits of the program that none of the interns mentioned were all non-teaching in nature and included personal recognition, meeting impressive people, exposure to the city, involvement in recruitment, meeting influential people, and travel to conferences. The perceived benefits of BIT, however, were both teaching (T) and non-teaching (NT) in nature. The top five benefits in order of priority were better teacher preparation than at other institutions (T), support of other interns (NT), attending Calvin College (NT), extra field experiences (T), and motivation to teach (T). At least four interns selected each of these descriptors as top benefits.

The long term advantages of the BIT program were reported in an open ended question. Responses fell into three general categories. First, a number of comments suggested that aspects of the BIT program would have an impact on other teacher training programs. Comments included: "a model for other programs," "creating a teaching profession," "improving the

education program," and "providing a model for other groups." Other responses pointed to specific characteristics of the program that the interns saw as advantages, such as better teacher preparation, more time in the schools, opportunity to learn more about education, etc. Finally, a number of interns indicated that there were personal, long-term advantages to being involved in BIT such as a building of confidence, feeling more a part of a profession, better chance for finding employment after graduation, and just "personal growth."

On annoying aspects of BIT, only about one-half of the interns elected to comment. Aspects mentioned, however, included the fact that the group was not getting together enough (n=3), the program was fading in importance (n=1), that courses were redundant (n=1), and participation in the "research project"[2] (n=3).

Descriptions offered by interns clearly indicated that interns still perceived the BIT program to be different, unique from not only the teacher education program as Calvin, but also other teacher preparation programs in the state and across the country. Generally, interns felt they were receiving better preparation in a new and innovative model of teacher education and that this program was an influential force in teacher education reform. There was a belief that these characteristics would prove to be advantageous to not only the interns, but also to the profession at large.

One other interesting observation is with respect to the interns' desire for unique treatment or to be perceived as special. It was

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[2] This reference is to the activities of this longitudinal research project reported on here.

obvious, however, that the research activities associated with the BIT program were not what the interns had in mind. From the very beginning, interns have registered complaints about our research activities.

Interns and Cohorts: Perceptions of the TE program. Interns and cohorts were asked to rate eight adjectives according to how well they described the TE program (five point scale, strongly disagree to strongly agree). The majority of both groups agreed that the TE program was significant, innovative, reasonable, and attention getting. There was some neutrality registered by both groups on whether the program was gratifying and unique (33.3% interns were neutral; 50% of cohorts were neutral). The groups disagreed somewhat regarding how challenging the program was. Eighty-one percent of the interns found the TE program to be challenging compared with 50% of the cohorts.

Pleasing aspects or benefits listed by interns and cohorts focused most heavily on the personal aspects of the education faculty. The interns indicated that one-on-one interaction with faculty, help from professors, and lots of personal contact were benefits. The cohorts also mentioned the assistance they were given by faculty, in addition to faculty availability, and the fact that faculty were "personable" as benefits. Unique benefits of the education faculty for interns included their potential as "future colleagues." It was clear that there was a spirit of equity perceived between intern and faculty. Two interns indicated that faculty makes them feel "special" and "unique."

The next most frequent category of benefits related to the teacher preparation that students were receiving. Both groups commented on the

"practicality" of the TE program. The cohorts liked the field experiences, particularly. This is reasonable since this year has provided cohorts with their first opportunity to participate in field experiences whereas interns began field experiences in their freshman year. Many of the interns also saw the TE program in a similar light as the BIT program: innovative.

Numerous personal advantages to the TE program were identified. Members in both groups agreed that they were "gaining knowledge." Additionally, cohorts and interns found the TE program to be supportive overall. "Sharing ideas with other education majors" was mentioned by one cohort. Both groups found being in the company of individuals who had similar interests a benefit.

Many of the long term advantages shared by interns and cohorts reflected the benefits assigned to the TE program. Members in both groups felt their teacher preparation was better than at other institutions and that their preparation definitely would benefit them in their first year of teaching. Also, support by faculty would be available to subjects even after graduation. Both interns and cohorts commented on the focus on liberal arts in their program because it provided them with a "broad education." This was seen as a long term advantage of their TE program.

The interns also listed a number of long term advantages that related to them personally. These included getting to know the city, job offers, personal growth, meeting people, and learning to work with people.

Although interns and cohorts were able to generate many positive comments regarding the TE program, at the same time, they found that there

were annoying aspects. In fact, there was an almost equal number of annoying aspects mentioned as benefits.

The majority of the complaints were aimed at course content and program content. Almost twice as many complaints were offered by the interns. Collectively, the opinions expressed were that the curriculum content is undefined, common sense, irrelevant, redundant, disorganized, and boring. Cohorts also found information across courses to be redundant. In addition, there was a lack of information on the subject of discipline in the methods course. Finally, one cohort commented that the course "Schooling in America" (a new course) was a "waste of time."

Although most of the positive comments made regarding the TE program were about faculty, complaints also were registered. These included that professors were strange and moved in and out of the program. Also, one intern indicated that "some faculty are not concerned about the kids we teach." One cohort felt that professors were hard to get a hold of and another that sometimes the expectations were too high. In reviewing these comments, some were in direct opposition to the positive comments made about faculty (available versus not available). Others, however, were unique.

The generally positive evaluation of field work experiences was reinforced by complaints about how coursework interfered with field work. Interns complained about how other classes in education conflicted with their participating in fieldwork, not the amount of time spent in fieldwork. Cohorts complained that there were not enough credits for fieldwork and that it was time consuming. These comments by cohorts are

reminiscent of comments made by interns during their freshman year when they began fieldwork placements.

With respect to the annoying aspects of the program content, the interns were more willing to share their opinions than the cohorts. Consistently mentioned by the interns was the secondary program. There were only two faculty teaching in the secondary program and Dr. Wright, the Director of the BIT program was one. Dr. Wright was specifically praised by one of the interns as "the only [good] one." Other complaints about the secondary program included that there was no variety of courses, no contact between interns' major areas (math, social science, etc.) and the education department, and that there was only one methods course.

Interns and cohorts alike across the elementary and secondary programs were unhappy with the changes in course requirements. They felt the program overall was disorganized. This reflected the fact that there were a number of changes in the TE program and its content which had been initiated by the state and the department in the last year.

Two final notes regarding negative aspects of program should be mentioned. One cohort indicated frustration that the TE program appeared to center on the BIT Program and the interns. Additionally, subjects who were in the special education program from both the intern and cohort groups overwhelmingly felt the TE program was attention-getting.

Attitudes toward the TE program, the college, and peers were measured on statements that students rated on a five point Likert scale. This scale indicated attitudes toward the aforementioned three aspects of subjects' university program on a continuum from negative to positive.

The attitudes were almost exactly the same between the groups for the college and peers. Positive attitudes that centered around a rating of four on a five point scale were measured. The range in ratings reflected a small amount of diversity of opinions regarding peers (range for cohorts and interns=1.43).

Comparison of BIT and TE programs. Many of the feelings all of the respondents expressed about the TE program were the same as those expressed by interns about the BIT program. Teacher preparation, generally, was perceived as better than that at other institutions. Faculty generally were concerned and involved; good instructors for the most part.

On the other hand, the content of the TE program was criticized by both groups. This was not the case for the BIT program. For interns it was redundant; for cohorts it was disorganized and common sense. It might be that positive evaluations of the TE program illustrated students' feelings about the college at large. Many of the positive comments specific to the program were in line with the overall reputation of the college.

Expectations and outcomes of the TE program. Another perspective from which these preservice students viewed the TE program was with respect to what they expected from the program and how those expectations were met. From a list of 18 frequently cited outcomes and expectations of teacher education programs, subjects were asked to indicate first, which of the 18 were expectations upon entering the TE program, and second, to indicate to what extent these expectations had been met (see Appendix R).

For the purpose of discussion, the list of expectations may be divided into two broad categories; professionally related expectations and expectations of personal growth.

With respect to what interns and cohorts expected and didn't expect from the TE program, both groups were very similar. Almost all of the expectations of both groups were in professional growth. The only professional expectation not identified by interns was "enable me to better apply psychological concepts to school teaching." This, however, was expected by the cohorts. Neither interns nor cohorts expected the TE program to "facilitate the evaluation of my own capacities, abilities, and interests," "enable me to respond positively to the ethnic diversity of pupils," or to "allow me to meet members of the opposite sex." Additionally, interns, in contrast to cohorts, did not expect the program to "expand my tolerance for different people and ideas."

Considering the outcomes, interns indicated that more of the expectations had been met (either somewhat or totally) than cohorts (interns 12/18; cohorts 9/18). These outcomes included many of the expectations that both groups initially had not identified. Figure 6 lists the match in outcomes between the groups at two levels; "Met" and "Somewhat Met."

Responses to program expectations and outcomes highlight several interesting points that are specific evaluations by students of the content of the TE program. First, that interns and cohorts were not completely satisfied with their familiarity with educational resources, the intellectual challenge presented, or development of critical thinking

Figure 6. Match of Expectations and Outcomes for Interns and Cohorts

Met for Interns and Cohorts

Professional Expectations:

Assists me in satisfying requirements for teacher certification
Prepares me to cope in the classroom
Provides me with instructional strategies appropriate for my content/grade level
Exposes me to theiories and philosophies underlying teaching
Enables me to better conceptualize the type of teacher I wish to be
Assists me in becoming more critically aware of educational issues
Provides me with worthwhile field experiences prior to my student teaching

Personal Expectations:

Improves my communication skills (speaking, writing, reading)
Facilitates the evaluation of my own capacities, abilities, and interests (not originally expected by either group, however, an outcome)

Somewhat Met for Cohorts and Interns

Professional Growth:

Familiarizes me with resources (texts, audio-visual, games, etc.)

Personal Growth:

Challenges me intellectually
Actively engages me in critical thinking

Not Met for Interns and Cohorts

Personal Growth:

Allows me to meet members of the opposite sex

Figure 6. Continued

Met for Interns and Somewhat Met for Cohorts

Professional Growth:

Provides me with an understanding of schools as social institutions and their relationship to society
Enables me to better apply psychological concepts to school teaching

Personal Growth:

Improves my ability to make intelligent decisions

Not Met for Interns and Met for Cohorts

Personal Growth:

Enables me to respond positively to the ethnic diversity of pupils

skills, may illustrate weaknesses in the program in the eyes of students. Second, gaining information regarding schools as social institutions and their relationships to society was perceived to be an expectation that actually was met for interns. This aspect was, in fact, part of the focus of their freshman year seminars in the BIT program. Cohorts, having not received the seminar, did not feel as informed in this area. Third, neither group felt that they were intellectually challenged by the program. From the first and second year data, however, it is evident that interns did feel intellectually challenged by the seminars. Additionally, this perception by interns and cohorts matches many of their criticisms about the TE program (described above). Finally, it is clear that developing an understanding of others and understanding aspects of ethnic diversity is not a priority of the program or of many of the students in either group, particularly the intern group (both targeted as unexpected by interns, one by the cohort group).

INTERPRETATION OF MAJOR THEMES

The purpose of this final section of the report on the third year of the research on the Bridenthal Internship in teaching program is to synthesize the results of quantitative and qualitative data presented in previous sections. The discussion of these results is guided by the "working hypotheses" (Appendix _) developed by the research team at the conclusion of the third year and after preliminary review of the raw data collected. Examination of the major hypotheses in light of the actual results provides support for initial impressions regarding a) conceptions of teaching, b) Projections of interns into the future, c) Perceptions of relationships between interns and others, and d) Interns' reflections on the BIT and the TE programs. This last section, therefore will present what are thought to be lasting critical impressions of the third year of BIT.

Conceptions of Teaching

Conception of teaching is based on the aggregate assessments of one's schooling experiences and the collective judgements of others, including peers and family as well as the film and print media and professional educational organizations. Both the qualitative and quantitative data analyses reveal that, with few exceptions, teacher education students at Calvin College have a definite set of impressions about teaching. These conceptions, though, are not uniform and vary with the specific context.

Conceptions of the Career of Teaching

Both sets of data paint a strikingly similar picture of the Bridenthal Interns and their fellow preservice teachers at Calvin College regarding their motivations for teaching. Two distinct images emerge, however, with data drawn from their conceptions of teaching as a career.

Both groups resonated to personal, intrinsic rewards which make teaching a desirable occupation. These are the profession's interpersonal dimensions, the opportunities for personal growth, and a greater flexibility for family life. Though the cohorts were less concerned than the interns about career advancement, little difference between the two groups were evidence vis-a-vis the personal dimension of teaching.

The extrinsic rewards of teaching, such as salary, had little salience to either group. Based upon data from the Year I and Year II Reports, extrinsic personal rewards were most important as initial detractors from entering the teacher education program. Once that decision was made, however, these rewards, or more precisely the lack of them, became less salient.

The pattern is quite different, however, when one examines the professional dimension of teaching. Though both groups resonated more to the professional features of teaching, such as engaging students in the learning process, this dimension was most powerfully felt by members of the intern group. Moreover, components of this dimension which emphasized the roles of the teacher beyond the classroom were of importance only to members of the intern group.

Taken together, these findings confirm Working Hypothesis 2.11 and 2.12 (see Appendix D) posited at the end of year two: As a group, this commitment to education will be greater than their commitment to classroom teaching; and, the interns will demonstrate a lower degree of commitment to classroom teaching relative to the cohort group. The extended recruitment phase experienced by the interns during their first three semesters at Calvin, emphasizing a broader agenda (teacher education reform) and underscoring the interns' unique and critical roles in this agenda, continues to exert a powerful influence.

Though the interns' motivations for entering teaching were stronger and more broadly based, teaching as a career was viewed less positively by participants of the Bridenthal Internship in Teaching Program. The interns exhibited a greater awareness of the problematics of teaching and the difficulties confronting the teaching profession. The interns' awareness of the dynamics of the job market and those teaching fields in highest demand as well as the anticipation of problems related to their future employment stands in stark contrast to those of other Calvin education students. Members of the cohort group seldom demonstrated awareness or

concern for events past their stay at Calvin. The interns' less rosy assessment of the teaching workforce, their greater awareness of the difficulties associated with teaching, and their anticipation of their early years as a teacher underscore the resonance of the three-semesters socialization at the outset of the program.

Contrasting findings, however, were reported regarding the interns' willingness to embrace teaching as a life-long career. Although the interns, during interviews, expressed their commitment to teaching as a "lifetime job," in anonymous questionnaires they were less likely to make such an assertion than were their peers.

Conceptions of the act of teaching. As hypothesized at the end of Year Two (see Appendix D), the interns' identity shifted from that of the Bridenthal Program to their program area of specialization. This phase of their training was distinctively different from those during the acclimation or recruitment phase. Seminars for the interns were replaced with teacher education courses composed of interns and other Calvin education students. Further, these courses were focused in the areas of certification.

With that shift in identity, came a corresponding shift in their views of interns pursuing secondary or special education certification. These findings were neither unexpected nor particularly noteworthy. What is most interesting, however, is that not one of the seventeen interns chose to pursue the standard elementary education certificate. This phenomenon illustrates the power that program prestige and certificate image has within teacher education institutions. The imagery of elementary education

courses as "mickey mouse" or those who pursue elementary certification as "second rate" contributed to the unwillingness of even one of these high-ability students to pursue this certification area. This suggests that despite efforts to recruit such students, little impact may be felt within the typical elementary classroom without a concomitant restructuring of the typical elementary education program or, at least, a deconstructing of its image.

A second interesting, though not surprising, finding was a consensus between the intern and cohort groups about what constituted a "good teacher." The emphasis, however, that each group placed on these characteristics is noteworthy. Members of the intern group emphasized the cognitive and skill dimensions of teaching. Good teachers were conceived as being masters of their subject matter and skilled pedagogues. Their fellow Calvin education students, on the other hand, were more likely to emphasize affective and empathetic dimensions of teaching. Thus, good teachers were thought to be those who <u>demonstrated</u> caring relationships within the classroom and who understood the problems of students on the academic or social margin of school life. The interns, then, were much more likely to stress school-related and acquired components to teaching: mastery of school knowledge, acquisition of pedagogical and interpersonal skills, ability to make sound instructional decisions. The cohorts were much more likely to underscore personal-related and acquired components of teaching: the importance of caring, the establishment of a teaching presence and a classroom ethos, the ability to relate to students from personal experience.

Though no person within either group would exclude any of these elements from their conceptions of a "good teacher and good teaching," the degree of emphasis placed on these qualities and the manner of their acquisition were indeed different. This difference may be grossly oversimplified as the distinction between the scientific and artistic conceptions of teaching.

Projections of Self

As college juniors, the seventeen interns and eight cohorts were asked, through a variety of means and measures, to project themselves into the classroom and the school workplace two years hence. Participants were also asked to place themselves within Calvin's teacher preparation program and, in the case of the interns, within the Bridenthal Program. Several hypotheses regarding these were developed by the research team at the end of Year Two.

Projecting Self into the Classroom

As noted in the previous section, interns' commitment to teaching was premised upon a larger vision of their role within the profession vis-a-vis those of the cohorts. Not surprisingly, then, the cohort group professed a longer-term commitment to classroom teaching and both groups (unlike the previous year) expressed similar positive attitudes about teaching as a career choice.

Weak commitment to teaching may be defined any number of ways: the number of students who fail to complete their professional preparation program; these who receive a teaching certificate but do not teach, or

those who leave the career within just a few years. We have chosen the later definition.

If the interns' projection of 50 percent of their group continuing to teach for five years is realized, this would be appreciably better than the current ratio of students, regardless of ability, who enter and remain in teaching for this length of time. The reality of teacher attrition, of course, often stands in marked contrast to preservice teachers' expectations of their career longevity. Only one in ten persons expects to leave their career within five years (Mark & Anderson, 1978; Olson & Rodman, 1986; Strickland, Page, & Page, 1986).

Though this skepticism about the likelihood of many interns teaching for five years was shared by fellow Calvin education students, these students were viewed by the interns as equally committed to classroom teaching. The cohorts, moreover, were more likely to rate their levels of commitment higher than those of the interns.

Commitment to teaching, we recognize, is much more than the number of years logged as a classroom teacher. Continual participation in professional activities (formal education, professional memberships), a desire to instill within others an interest in learning and the development of competencies, a willingness to advance the cause of education and elevate the status of the profession are some of the non-quantitative dimensions of this variable. These qualitative dimensions are best captured in the tenor, tone, and content of the intern and cohort interviews.

Though actual commitment to teaching is a difficult concept to assess, perceptions of commitment are not only easier to obtain but equally valuable. There are striking differences in perceptions between these two groups regarding commitment to teaching. Since these students have been exposed to one another through courses and informal gatherings for one year, these perceptions are particularly meaningful.

Our working hypotheses (1.22), that differences between the two groups would be less noticeable, were not confirmed. At the very least, perceived differences with respect to classroom commitment persisted at the end of Year Three. Contrary to the previous year, however, it is now the cohorts who view the interns as less committed to a career in teaching.

Second, these data confirm that despite the interns' lower degree of commitment to classroom teaching, discussed in the previous section, they perceive or proclaim a level of commitment at least as high as their fellow Calvin education students not participating in this special program. Again, this suggests that other factors, perhaps a shared ideology fostered by the BIT program, have diminished a more objective assessment, at least publicly, of their group's long-term commitment to teaching.

Third, the cohorts are, in fact, much less certain about their future work situation than the interns beyond their obligatory two year teaching assignment. As hypothesized (2.11), the interns were more likely to evidence a growing commitment to education than those in the cohort group. While they may not remain in the classroom for any prolonged period of time, many more anticipated education-related careers than members of the cohort group. Though most members of the cohort group expected to secure

teaching jobs, only a few were not considering non-education related careers. Despite their greater career independence, the cohort group perceives the interns as less committed to teaching as a career. This apparent anomaly may be explained by the referent group used by the cohorts. Unlike the interns, these participants were asked to compare the interns with "other Calvin education students" which included but was not restricted to those non-interns participating in this project.

Projecting Self into the Program

Commitment to teaching is a continual process of negotiation as one interacts with others. Examples of social interaction affecting teaching commitment include routine dialogue among college students about college majors, classroom interactions with professors, and the symbols and pedagogical methods used in education courses. For this reason, how preservice teachers perceive their teacher preparation programs and their place within them is an important contributor to students' commitment to teaching and education.

Although the interns, as hypothesized, feel more a member of the teacher education group at Calvin, members of that group, the cohorts, still view the interns as distinctive. The cohorts view themselves as more creative and committed to teaching and members of the BIT group as more intelligent and ambitious--a view, incidentally, partly shared by the interns. The juxtaposition of these characteristics, again, suggests the distinction between an artistic and scientific view of teaching discussed in the previous section. Interestingly, the Calvin teacher education

students did not view themselves, their fellow students, or the interns as patient--a presumably important quality of an effective teacher.

From the perspective of the interns, they viewed themselves, as individuals, high on every dimension with the exception of intelligence--the very dimension that was the basis for their selection into the Internship Program. Further, with the exception of intelligence, the assessment of their fellow education students at Calvin paralleled the self-perceptions of the Cohorts. A similar convergence between self-perceptions and other-perceptions did not exist for the Intern group. Finally, as individuals, the interns had a more favorable view of themselves than they did of their group as a whole. Specifically, unlike themselves, the interns did not perceive their group as particularly creative, patient, or personable. The cohorts shared a similar judgment about the Interns' two of three of these characteristics.

As discussed previously, the third year marked the emergence of other teacher education groups within which the interns and cohorts worked. These were groups organized around their area of specialization and certification: elementary, special education, and secondary. While no quantitative measures examined the degree of identification with these groups, extensive qualitative data underscores differences in perceptions among members of these three groups. Unlike distinctions between the cohort and intern groups, perceptions of differences among these three groups were more superficial. Students involved in the secondary program were perceived to be more interested in subject matter; special education

students viewed themselves as better prepared in pedagogical skill; elementary majors were perceived as more child-oriented.

Findings related to student entry into a new group based upon specialization are important to place within a historical context. For student-cohorts, this is the first time that they are associated with an identifiable group which is, to a great extent, an artifact of the teacher preparation program. Unlike student-interns, prior to Year Three the cohorts were simply "education students" with little to define themselves aside from their common interest in teaching and participation in this study. In contrast, the interns have experienced a transition. They have gone from a highly visible, close-knit, and structured group during the first three semesters, to an interim period in which the group's visibility, closeness, and structure diminished. During Year Three, the interns divided themselves into areas of specialty and entered into these newly formed teaching specialty groups.

The impact on the interns of the dissolution of the Bridenthal Program in its original form, as discussed in the qualitative data, was generally positive. Cooperation across specialties replaced competition within the program; the familiarity of faces and experiences of the first three semesters has given way to their integration with other Calvin education students and exposure to other education faculty members and more specialized courses. Though their experiences during the acclimation phase of the program were perceived as beneficial and important, only two or three interns lamented the demise of their "special group."

In sum, these findings confirm the loss of intern identity with the BIT group and the reemergence of individual identities. While the interns are more likely to perceive BIT students as similar to other Calvin education students, they perceive themselves, as individuals, to have distinctive qualities not common to both groups. These findings also point to a consensus of perceptions: Members of both groups perceive the BIT group to be more ambitious and the cohorts to be more creative. This further suggests a distinction between a scientific and instrumental orientation of the interns vis-a-vis an artistic and expressive orientation of the cohorts.

Perceptions of Relationships

Teaching, first and foremost, is a human endeavor. Plato's dialogues with his pupils, Dewey's emphasis on community within the school, and Freire's application of dialogic teaching to language acquisition and political action attest to the validity of this assertion. The educational reform movement of the 1980s, however, has not focused on relationships among people. The reform agenda centers on relationships among things: test scores to GNP, high-academic ability to effective teaching, a rigorous teacher education curriculum to quality educational experiences. The educational philosophy and curriculum design at Calvin College is an explicit affirmation of the relationship among things and a hidden testament of the importance of the relationship among people.

Though year three of the Bridenthal Internship in Teaching Program differed in design from the first two, its director, Dr. Wright, has never acknowledged nor incorporated aspects of group dynamics into the

curriculum. The "meat and potatoes" of the program has been content: early field experiences, speaking engagements, and seminars. Underlying this explicit curriculum has been a river of relationships: Wright's interpersonal skills in elevating the importance of others; the group dynamics existing within intern activities; the personal connections between individual interns or among interns and their graduate student "mentors." For Wright, like most teacher educators, the existence of such relationships is presumed but not developed. Perceived as a "natural" phenomenon of a social setting, relationships among people simply are allowed to "take their course." Unlike educational progressives, reform advocates of the 80s stressed content, not contact. Calvin's teacher education program reflects this bias while underscoring the impact that relationships among people have upon content.

Nevertheless, the Bridenthal Internship in Teaching curriculum shaped the types of relationships which developed between the interns and their fellow education students and faculty. These relationships contributed to their interest, commitment, and enthusiasm for teaching.

These relationships, however, have undergone changes during the past year. As noted in the analysis of interview data, relationships among the intern have changed on the basis of their program specialization. The Bridenthal Internship program is no longer the primary identification for most of these interns. They identify themselves and associate with their fellow special education or secondary education majors. However, the relationships experienced by interns within each of these two groups differ significantly; these are an artifact of the curriculum itself. The

extended coursework and the emphasis on specialness in the special education preparation program contrasts with the undifferentiated group of secondary education majors whose only common ground is a couple of general methods courses.

The physical and content separation of interns into these two areas of professional specialization has resulted in a psychological distancing from what was formerly their primary group. The interns, as a group, remain tied to one another in the past by virtue of the commonality of their experiences during the extended recruitment phase of the BIT program. Most, some begrudgingly, acknowledge that their future time at Calvin College, however, will be based upon common experiences in their areas of specialization. Though some, like aging rock groups, look with anticipation to a more distant future of full-time classroom teaching and with it a revival of the Bridenthal group's esprit de corps, most recognize that the heady times of the "Bridenthal Brats" which marked their first year at Calvin can be reclaimed only in memory and selective friendships.

The disintegration of the Bridenthal Group which began in the second semester of their sophomore year is coupled with the integration of these persons into the teacher education program at Calvin. This curriculum change also has resulted in the forging of new relationships among other students who entered the teacher preparation program as education novices. These new relationships were forged on the anvil of conflict. The merging of persons who have come to teacher education via different routes with significantly different exposure to the teaching profession understandably resulted in such conflict. Stereotypical images of the "Bridenthal Brats"

and the "regular education students" as well as vast differences in exposure to issue and practices in teaching made such conflicts inevitable. These were exacerbated by the dissolution of the interns as one group with common experiences and the enveloping of individual students into a teacher education group.

The relationships between the interns and Dr. Wright have also changed during the third year of the program. By the end of the third year, Wright ard this research project were the only two common threads connecting the 17 interns to one another. Within this context, Wright's sabbatical during the interns' first semester of their senior year (year four) and the possibility, posed by the researchers, of his permanent departure from Calvin College prompted a variety of intern responses reflecting the varying importance of the Bridenthal Group and their relationship with Wright. For some, the "abandonment" of Wright was an inchoate symbol of the de facto dissolution of the Bridenthal Group; for others it was a loss of a personal or academic advisor; for a few is was a physical manifestation of a distancing that had long existed on a psychological level.

Reflections of Program

Persons routinely evaluate courses and programs within higher education. These evaluations range from standardized course assessments to formal program evaluations by an external team of experts. At whatever level of evaluation, little importance is placed upon students' assessments. At best, these are seen as a minor indicator in the grand

scheme of program assessment. At worst, they are viewed suspiciously as subjective and unreliable. Of course, what is ignored in both positions is that reflections of program quality provide a revealing portrait of students themselves: it reveals their values, priorities, and expectations. Further, repeated assessments from the same students portray the evolution of students' perceptions as well as the extensiveness of their knowledge and experience.

In analyzing the interns' assessments of the Bridenthal Program what is most striking, perhaps, is that such evaluative comments are based upon a paucity of classroom experience and educational knowledge. While interns believed themselves to be "better prepared" for teaching than students at other institutions, none of these interns have attended another institution or have spent time as on-site visitors. While interns commented on the "practicality" of their teacher education program (citing early field experiences, current focus on subject specialization, and methods of teaching), these interns have yet to apply their experiential and academic knowledge to the practice of teaching. Not surprisingly, these positive evaluations reflect the public image of Calvin and parallel opinions routinely expressed by members of the education faculty.

There were some aspects of the program in which the interns had significant prior knowledge and experience. One of these is prior educational coursework. In such instances, interns' evaluations were less positive. Based upon comparison of the prior educational experiences of the previous two years, the third year of educational coursework was viewed, in general, as redundant, disorganized, and ill-defined. Members

of the cohort group were must less likely to express these opinions. This further attests to the importance of previous experience and knowledge in program evaluation.

Interns also expressed reservations regarding the suspension of field work during the first semester of their third year. Again, their criticism that their coursework interfered with field experience opportunities was based upon two years of prior experiences.

Interestingly, despite the misgivings expressed in these specific aspects of the program, the interns' overall evaluation of their teacher education curriculum at the end of their third year was positive. Although secondary education majors were more reticent about the quality of their preparation than their elementary/special education counterparts, most professional outcomes commonly cited by teacher educators (e.g., ability to cope in the classroom, awareness of issues, theoretical base for teaching) were believed met by the interns. Academic outcomes, however, such as challenging students intellectually and engaging them in critical thinking, were judged to be only somewhat realized.

This finding is noteworthy for two reasons. First, this parallels findings from other studies assessing conventional preservice teachers' assessments of their program and is, in part, the basis for much of the criticism of teacher preparation. In fact, it was such criticism that prompted Calvin College to implement the BIT program and to redesign its teacher education curriculum. Second, Calvin College, reputed for its high academic standards, portrays itself as the Ivy League college of the Southwest. Yet, when it comes to its educational program, it fares no

differently than less elite institutions. Finally, the one professional outcome commonly assumed to be of importance by teacher educators, the ability to respond positively to ethnic diversity of the student population, was not perceived as realized by interns. Given the criticism that Calvin College, in general, and the BIT Program, in particular, projects an Anglo, upper-middle class image, this assessment midway through the intern's program of studies may have significant implications for those who teach in the more ethnically diverse area school districts.

These assessments of interns regarding the effectiveness of their program may tell us more about the intern's state of mind than the program's quality. Lacking an extensive knowledge or experiential basis for making evaluative and comparative judgements, their perceptions of the program portray a group of college juniors who generally are satisfied with the program but who have reservations with a variety of its components. These assessments, however, may be of more interest to analyze in the distance of time and experience. Completing their second year of teaching, their evaluation of the effectiveness of their teacher education program and their college judgements of its quality may be more revealing.

Another interesting set of data are interns' criteria for judging the success of the Bridenthal Program. Common responses such as revising the College's teacher education program, providing scholarship monies, and retaining "high ability" students in the program are examples of the external criteria that predominated. Outcomes commonly cited by teacher educators and discussed above were not suggested by the interns as criteria for program success. The effectiveness of the program in developing and

enhancing instructional skills, coping in the classroom, conceptualizing the type of teacher they would like to be, and providing worthwhile field experiences were not cited as criteria for judging the program's success. While interns noted these as outcomes of the program, it is noteworthy that when asked to generate criteria for evaluating its effectiveness, aspects of the program stressed in its promotion or personally salient variables were cited. Raising the consciousness of the nation and its educators or meeting their personal needs dwarf the success of the program to prepare effective classroom teachers.

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APPENDIX A

Resources

Journal Articles

Marshall, J. D., Sears, J. T., Fulton, T. L., & Otis-Wilborn, A. (1987, October). The Brackenridge internship in teaching program: Operationalizing teacher education reform. *Teacher Education, 31*, 22-29.

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Sears, J. T., Moyer, P. C., & Marshall, J. D. (1986). *A longitudinal study of a demonstration project related to the recruitment, preparation and retention of highly qualified persons for the teaching profession: The Brackenridge interns--The first year.* (ERIC Document Reproduction Service No. ED 272 454)

Monograph

Sears, J. T., Marshall, J. D., & Otis-Wilborn, A. K. (1988). *Teacher education policies and programs: Implementing reform proposals of the 1980's.* Research Triangle Park, NC: Southern Education Improvement Laboratory.

APPENDIX B - INTERVIEW PROTOCOLS

1. Intern Interview, January
2. Cohort Interview, January
3. Faculty Interview, January
4. Faculty Interview, May
5. Parent Interview, January

Protocol for Intern Interview, Year III

January, 1987

1. What did you do over the summer?

2. What's your area of specialization?
   Tell me something about that program and the students in it.
   As a _____ major, how is your group unique from other education students?
   As a _____ major, what concerns or uncertainties do you have about next year?

3. I guess you're aware of the recent series of reports about teaching that aired last week on national television (NBC).
   Did you watch any of them?
   What was your impression?

DIRECT BIT-RELATED QUESTIONS

4. Somewhere in the vicinity of 1/2 million dollars was made available for the Bridenthal Internship in Teaching program. You are now almost half-way through the program.
   How would you answer a person who asked you if the program was working?
   How will the public know that it "worked" when the program has ended?

5. Imagine that Dr. Moore was offered and accepted the position of Commissioner of Education here in Texas. How would you feel about that?
   How might that affect the BIT program?

6. Next year, about _____ students will graduate as teachers from Calvin.
   Have you thought about whether or not it might be difficult finding a job?
   Why?

7. Where do you see yourself in five years?
   If you weren't teaching, what else could you do?

Protocol for Cohort Structured Interview, Year III

January, 1987

EDUCATIONAL PREPARATION PROGRAM

1. What education courses did you take last semester?
2. What type of practicum experiences did you have last semester? Specify setting and type of experience.
3. How did you feel about those experiences?

COMMITMENT TO TEACHING

1. Have you selected a specialization within education?
2. What type of teacher do you think you'll be? Describe what your classroom might look like.
3. What do you think you will be doing five years after you graduate?

UNDERSTANDING OF EDUCATION

1. What is one critical issue confronting education today?
2. What characteristics do you think make a good teacher?
3. To what degree is the program developing these characteristics in you?

BIT PROGRAM

1. To what degree are those characteristics found in the BIT interns?
2. This year, what differences, if any, are there between the BIT program and your teacher training program?
3. Have you thought about getting a teaching job? Do you think you'll have any problems? Do you think that Bridenthal Interns will have any trouble getting a teaching job?

Protocol for Faculty Interviews, Year III

January, 1987

1. Get grade book, last semester.

2. Personal/professional background.

3. Essential characteristics of an effective classroom teacher. To what extent can those be perceived/developed during teacher training?

4. Use class roster to:

   A) Select students who have demonstrated those characteristics (use examples)

   B) Identify Brack interns/tell them who they are.

   C) In what ways were the interns different than non-interns?

5. What expectations did you have regarding the interns?

6. Were those expectations met? To what extent?

7. Have you developed new feelings or impressions about the interns?

8. What will constitute a successful BIT program? What would need to be demonstrated?

Protocol for Faculty Interviews, Year III

May, 1987

1. Let's start with you and your background and your public school teaching experiences, areas of specialization, years at Calvin, courses you've taught, that sort of thing.

2. How long have you been here at Calvin?

3. Aside from the difference in content what, if any, unique qualities or experiences do students who are _____ education students have whith students in other areas of specialization do not?

   PROMPT: Are there things which set them apart in terms of experiences or activities from other education majors?

4. What are some of the characteristics which you think are essential to be an effective _____ education teacher?

5. Are these characteristics which students come to you with and that you refine and continue to develop? Or, are these characteristics which are primarily acquired in a teacher education program at Calvin?

6. Review your class roster from last year. Select those students who you have demonstrated the characteristics of effective teachers which you have just described. Briefly, describe each student in terms of academic ability and teaching potential. Obviously, this section will remain confidential.

7. From among these students, who do you believe will likely remain a classroom teacher five years after graduation?

8. Can you identify from your class roster those students which are Bridenthal Interns?

9. In what ways, if any, are these students different from the otehr students in your class?

10. [If respondent has omitted interns or incorrectly labeled students, accurate information is provided.] Now that you have this information, are you surprised? If so, why?

11. Repeat question #8.

12. One of the three goals of the Bridenthal Intern in Teaching Program was to retain highly gifted young people in the teaching profession. To what degree can the program be determined effective if, as indicated in your response to question #7, most of the interns will no longer be classroom teachers?

13. A critic of this type of teacher education program might assert that such a program, by its nature, simply cannot retain very intelligent, independent, goal-oriented students who have not considered teaching as a career. further, this critic might argue that the resources would be better spent identifying students who are more likely to have a long-term commitment to teaching. How would you respond to this critic's remarks?

Protocol for Parent Interviews, Year III

January, 1987

Contact with Program

1. Can you tell us about some of the experiences your son/daughter has had during the past three years in the Bridenthal Teacher Education Program?

2. During the past three years, have you had the opportunity to visit the campus, meet with Dr. Moore, or attend activities sponsored by the department of Education?

Evaluation of the Program

1. Generally, what expectations did you have about the Bridenthal Program when your son/daughter entered as a freshman?

2. To what degree have those expectations been fulfilled?

3. Have there been any unexpected outcomes from your son's/daughter's participation in the Bridenthal Program?

Commitment to Education

1. When your son/daughter first entered Calvin, what feelings did they have about being a teacher?

2. Today, what are their feelings about being a teacher?

3. Have they spoken to you during this past year about the BIT program?

4a. If yes: What are the things which they seem to most like about it?
if no: Why do you think they have not discussed the program? Does that surprise you?

Becoming a Teacher

1. What area of educational specialization is your son/daughter pursuing?

2. Where you surprised about his/her selection of this teaching area?

3. What might have influenced his/her decision to select that field?

4. Next year your son/daughter becomes a student-teacher, and the following year will begin teaching full time. What type of teacher do you think he/she will be?

Teacher Education

1. At the end of this six year program, a half million dollars would have been invested directly in the teacher preparation of the 17 interns, including your son/daughter. What will be the benefits of this expenditure?

APPENDIX C - INSTRUMENTS

1. Teacher Education Program Expectations and Outcomes (Interns and Cohorts), May
2. Questionnaire (Interns), May
3. Questionnaire (Cohorts), May
4. Attitude Survey (Interns and Cohorts), May
5. Parent Survey (Interns), May

TEACHER EDUCATION PROGRAM EXPECTATIONS AND OUTCOMES*

Below is a list of frequently cited outcomes and expectations of a teacher education program. After you read a statement, first indicate)check mark on the left side of the statement) whether this was an expectation which you had at the time you entered the teacher education program at Calvin. Second, record the degree to which your attendance at Calvin and participation in its teacher education program is affecting you on that dimension.

0 - No Basis for Judgment
1 - No Effect
2 - Little Effect
3 - Some Effect
4 - Great Effect

EXPECTATION (Check)			(Rate) OUTCOME
___	1.	Assists me in satisfying requirements for Texas teacher certification	___
___	2.	Prepares me to cope in the classroom	___
___	3.	Familiarizes me with resources (texts, audio-visual, games, etc.)	___
___	4.	Provides me with instructional strategies appropriate for my content/grade level	___
___	5.	Exposes me to theories and philosophies underlying teaching	___
___	6.	Allows me to meet members of the opposite sex	___
___	7.	Challenges me intellectually	___
___	8.	Enables me to better conceptualize the type of teacher I wish to be	___
___	9.	Provides me with an understanding of schools as social institutions and their relationship to society	___
___	10.	Assists me in becoming more critically aware of educational issues	___

*Completed by Interns and Cohorts.

0 - No Basis for Judgment
1 - No Effect
2 - Little Effect
3 - Some Effect
4 - Great Effect

EXPECTATION (Check)			(Rate) OUTCOME
___	11.	Improves my ability to make intelligent decisions	___
___	12.	Actively engages me in critical thinking	___
___	13.	Enables me to better apply psychological concepts to school teaching	___
___	14.	Improves my communication skills (speaking, writing, reading)	___
___	15.	Provides me with worthwhile field experiences prior to my student teaching	___
___	16.	Facilitates the evaluation of my own capacities, abilities, and interests	___
___	17.	Enables me to respond positively to the ethnic diversity of pupils	___
___	18.	Expands my tolerance for different people and ideas	___

If the Department of Education only had the resources to pursue five of these objectives most effectively, which five do you think should be emphasized? From among the 18 objectives listed above, select five and record their numbers in the spaces below.

___

___

___

___

___

QUESTIONNAIRE*

DIRECTIONS: Please answer the questions below following the specific directions given for each. Be as honest and complete as possible. Your answers, as always, are confidential.

1. Please list the five students with whom you spend the most time at Calvin. List the person with whom you spend the most time first, 2nd most time second, and so on.

   1. (most time) _____
   2. (2nd most) _____
   3. (3rd most) _____
   4. (4th most) _____
   5. (5th most) _____

2. Fill in the blank with the number of interns from a total of 17 who fit the following descriptive categories.

   Number who will finish the BIT program _____/17

   Number who will teach for five years _____/17

   Number who will teach for more than five years after graduation _____/17

3. Select from the adjectives listed below to answer the following three questions.

popular	self-centered	intelligent
fair	ambitious	committed to teaching
creative	open minded	high achieving
patient	personable	goal oriented

   a) Which three adjectives best describe <u>you</u> personally? (please write the word or words from above)

   _____ _____ _____

   b) Which three adjectives best describe the Bridenthal Interns as a group?

   _____ _____ _____

   c) Which three adjectives best describe the students in the Calvin teacher education program?

   _____ _____ _____

*Completed by BIT Interns.

4. Indicate the amount of time per week that you spend involved in the following activities. Give the number of hours per seven day week. Please list additional activities and times that are not found below.

Activities	Hours Per Week
Sororities/Fraternities	____
Student Activities (Mirage, Trinitonian, etc.)	____
Sports	____
Clubs (Latin, religious groups, etc.)	____
Studying	____
In classes or practica	____
With family	____
Community Service	____
Just hanging out (alone or with friends)	____
Church Activities	____
Other (Please list):	
_____	____
_____	____

5a. Describe the most pleasing benefits or aspects of the teacher education program at Calvin?

5b. Below is a list of the most commonly cited benefits of the Bridenthal Internship in Teaching program. Indicate the importance of each of the benefits by writing the number from the scale below which corresponds to your evaluation of the importance of each benefit.

1 = Not Important
2 = Somewhat Important
3 = Very Important

Support group of other interns. ____
Education faculty that is concerned about my progress. ____
Motivates me to be continually excited about teaching. ____
Model for other teacher education programs. ____
Interns who are now good friends. ____
Extra field experiences. ____
Personal recognition. ____
Meet important people. ____
Travel to conferences. ____
Better teacher preparation than at other institutions. ____
Exposure to the San Antonio community. ____
Opportunity to recruit others into teaching. ____
Inside track into teaching profession. ____
Develop self confidence. ____
Meet influential people. ____
Interact with bright people. ____
Attend Calvin University. ____
Personal growth. ____

Of the benefits that you rated in the list above, select the three benefits that you feel are the most important to you.

(Top benefit) _____

(Second from top) _____

(Third from top) _____

6. Please indicate the number of times <u>this school year</u> for the next three questions.

How often have you initiated contact with Dr. Wright outside of class?

_____ times

How many times has Dr. Wright initiated contact with you?

_____ times

How often have you initiated contact with other faculty members in the department of education?

_____ times

7a. Describe two of the most annoying features of the Teacher education program at Calvin.

a) _____

b) _____

7b. Describe two of the most annoying features of the Bridenthal Internship in Teaching program.

a) _____

b) _____

8a. Rate the degree to which you feel each word or phrase completes the following sentence and describes the Teacher Education program.

1 = Strongly Disagree
2 = Disagree
3 = No Opinion
4 = Agree
5 = Strongly Agree

The TE program is:

Significant	____
Innovative	____
Challenging	____
Demanding	____
Reasonable	____
Attention-getting	____
Gratifying	____
Unique	____

9. How supportive are the following individuals in your career choice?

1 = Not Supportive at All
2 = Not Very Supportive
3 = Neither Supportive nor Unsupportive
4 = Supportive
5 = Very Supportive

Field Experience Teachers ____

Fellow BIT students ____

University Faculty ____

Dr. Wright ____

Former Teacher (e.g., high school) ____

Other Calvin University Students (not education majors) ____

Parents ____

Other Education students (not interns) ____

Other (Please specify):

_____ ____

10. Please rate the following features as they relate to teaching as a career choice.

1 = Not Important at All
2 = Not Very Important
3 = Neither Important nor Unimportant
4 = Important
5 = Very Important

Vacations ____

Working with people ____

Filling a societal need ____

Hours ____

Salary ____

1 = Not Important at All
2 = Not Very Important
3 = Neither Important nor Unimportant
4 = Important
5 = Very Important

Opportunity to influence learning ____

Participate in educational reform ____

Opportunity for career advancement ____

Recognition as an important person ____

Allows for family life ____

Personal growth and development ____

Affect social change ____

Attract others into teaching ____

Help to influence young people ____

11a. This of all the students who are presenting in the Calvin Teacher Education program. How do you compare with the other students in the program on the following characteristics?

1 = Far below or much less than other students
2 = Below or less than other students
3 = About the same as other students
4 = Above or more than other students
5 = Far above or much more than other students

Experience in Education ____

General intelligence ____

Amount of support from Calvin College ____

Commitment to teaching ____

General knowledge of education (e.g., issues, politics, structure, problems) ____

Prospects for employer after graduation ____

Receipt of special honors ____

Competence as a future teacher ____

Love of young people ____

11b. Think of all the students who are presently in the Bridenthal Internship in Teaching program. How do you compare with the other students in the BIT program on the following characteristics?

1 = Far below or much less than other interns
2 = Below or less than other interns
3 = About the same as other interns
4 = Above or more than other interns
5 = Far above or much more than other interns

Experience in education ____

General intelligence ____

Amount of support from Calvin College ____

Commitment to teaching ____

General knowledge of education (e.g., issues, politics, structure, problems) ____

Prospects for employment after graduation ____

Receipt of special honors ____

Competence as a future teacher ____

Love of young people ____

12. What do you see yourself doing five years after you graduate from Calvin? Please mark an X next to <u>each</u> statement that is appropriate.

____ Moving up the educational career ladder (supervisor, department chair, administration)

____ Continuing my education in the field of education

____ Continuing my education in a field <u>other</u> than education

____ Working in a profession other than teaching

____ Married

____ Raising a Family

____ Other (Please specify) _____

13. List your three favorite Calvin University professors (from any department)

1. _____

2. _____

3. _____

14a. What do you feel are the long term advantages of the Teacher Education Program at Calvin?

14b. What do you feel are the long term advantages of the Bridenthal Internship in Teaching Program?

15. How does <u>your</u> commitment to classroom teaching as a career compare with the following groups?

1 = Less Committed
2 = Same Level of Commitment
3 = More Committed

____ Bridenthal Interns

____ Students in the Teacher Education Program at Calvin

____ Students in Teacher Training programs at other Universities

16. What kind of reactions do you get from the people listed below regarding your choice of teaching as a career?

1 = Strong Negative Response
2 = Mild Negative Response
3 = Neutral Response
4 = Mild Positive Response
5 = Strong Positive Response

Calvin University students at large ____

Calvin non-education faculty ____

Boyfriend or Girlfriend ____

Mother ____

Father ____

Field Experience Teachers ____

Others you think are important (Please list and rate)

_____ ____

_____ ____

17. During the past school year, have you considered any careers other than teaching?

YES _____ NO _____

If you answered yes to question 17, please list the careers you have considered.

_____

_____

_____

18. For the next eight statements, please circle the point on the scale that best reflects your level of agreement or disagreement with the statement.

    1 = Strongly Disagree
    2 = Disagree
    3 = No Opinion
    4 = Agree
    5 = Strongly Agree

    _____ I wish that we were meeting regularly as a Bridenthal Intern group.

    _____ The Bridenthal Internship in Teaching Program is becoming "old news."

    _____ I worry sometimes that I will not be able to live up to the expectations of being a Bridenthal Intern.

    _____ I identify more with being a(n) secondary, elementary, or special education teacher than being a Bridenthal Intern.

    _____ Other teacher groups such as the _____ Interns are having an experience similar to our group.

    _____ The BIT program has lived up to my original expectations.

    _____ I would like to teach with another intern in the same school.

    _____ The Bridenthal Scholarship is a significant factor in my remaining in the BIT program.

19. Have you read the research reports in the library?

    YES _____ NO _____

    If yes, how well do you think they portray the BIT program?

20. Is there anything else you would like to share about the Teacher Education Program, the students, Calvin University, or teaching as a career? Please feel free to comment below and on the back. Thank you for your assistance.

QUESTIONNAIRE*

DIRECTIONS: Please answer the questions below following the specific directions given for each. Be as honest and complete as possible. Your answers, as always, are confidential.

1. Please list the five students with whom you spend the most time at Calvin. List the person with whom you spend the most time first, 2nd most time second, and so on.

   1. (most time) _____
   2. (2nd most) _____
   3. (3rd most) _____
   4. (4th most) _____
   5. (5th most) _____

3. Select from the adjectives listed below to answer the following three questions.

popular	self-centered	intelligent
fair	ambitious	committed to teaching
creative	open minded	high achieving
patient	personable	goal oriented

   a) Which three adjectives best describe <u>you</u> personally? (please write the word or words from above)

   _____ _____ _____

   b) Which three adjectives best describe the Bridenthal Interns as a group?

   _____ _____ _____

   c) Which three adjectives best describe the students in the Calvin teacher education program?

   _____ _____ _____

*Completed by Cohorts.

4. Indicate the amount of time per week that you spend involved in the following activities. Give the number of hours per seven day week. Please list additional activities and times that are not found below.

Activities	Hours Per Week
Sororities/Fraternities	____
Student Activities (Mirage, Trinitonian, etc.)	____
Sports	____
Clubs (Latin, religious groups, etc.)	____
Studying	____
In classes or practica	____
With family	____
Community Service	____
Just hanging out (alone or with friends)	____
Church Activities	____
Other (Please list):	
_____	____
_____	____

5a. Describe the most pleasing benefits or aspects of the teacher education program at Calvin?

6. Please indicate the number of times <u>this school year</u> for the next three questions.

How often have you initiated contact with Dr. Wright outside of class?

_____ times

How many times has Dr. Wright initiated contact with you?

_____ times

How often have you initiated contact with other faculty members in the department of education?

_____ times

7a. Describe two of the most annoying features of the teacher education program at Calvin.

a) _____

b) _____

8a. Rate the degree to which you feel each word or phrase completes the following sentence and describes the Teacher Education program.

1 = Strongly Disagree
2 = Disagree
3 = No Opinion
4 = Agree
5 = Strongly Agree

The TE program is:

Significant _____

Innovative _____

Challenging _____

Demanding _____

Reasonable _____

Attention-getting _____

Gratifying _____

Unique _____

9. How supportive are the following individuals in your career choice?

1 = Not Supportive at All
2 = Not Very Supportive
3 = Neither Supportive nor Unsupportive
4 = Supportive
5 = Very Supportive

Field Experience Teachers ____

Fellow Education Students ____

University Faculty ____

Dr. Wright ____

Former Teacher (e.g., high school) ____

Other Calvin Students (not Education majors) ____

Parents ____

Other (Please specify):

_____ ____

10. Please rate the following features as they relate to teaching as a career choice.

1 = Not Important at All
2 = Not Very Important
3 = Neither Important nor Unimportant
4 = Important
5 = Very Important

Vacations ____
Working with people ____
Filling a societal need ____
Hours ____
Salary ____
Opportunity to influence learning ____
Participate in educational reform ____
Opportunity for career advancement ____
Recognition as an important person ____

1 = Not Important at All
2 = Not Very Important
3 = Neither Important nor Unimportant
4 = Important
5 = Very Important

Allows for family life ____
Personal growth and development ____
Affect social change ____
Attract others into teaching ____
Help to influence young people ____

11a. Think of all the students who are presently in the Calvin Teacher education program. How do you compare with the other students in the program on the following characteristics?

1 = Far below or much less than other students
2 = Below or less than other students
3 = About the same as other students
4 = Above or more than other students
5 = Far above or much more than other students

Experience in education ____

General intelligence ____

Amount of support from Calvin ____

Commitment to teaching ____

General knowledge of education (e.g., issues, politics, structures, problems) ____

Prospects for employment after graduation ____

Receipt of special honors ____

Competence as a future teacher ____

11b. think of all the students who are presently in the Bridenthal Internship in Teaching program. How do you compare with the students in the BIT program on the following characteristics?

1 = Far below or much less than other interns
2 = Below or less than other interns
3 = About the same as other interns
4 = Above or more than other interns
5 = Far above or much more than other interns

Experience in education ____

General intelligence ____

Amount of support from TU ____

Commitment to teaching ____

General knowledge of education (e.g., issues, politics, structure, problems) ____

Prospects for employment after graduation ____

Receipt of special honors ____

Competence as a future teacher ____

Love of young people ____

12. What do you see yourself doing five years after you graduate from Calvin? Please mark an X next to <u>each</u> statement that is appropriate.

____ Moving up the educational career ladder (supervisor, department chair, administration)

____ Continuing my education in the field of education

____ Continuing my education in a field <u>other</u> than education

____ Working in a profession other than teaching

____ Married

____ Raising a family

____ Other (Please specify) _____

13. List your three favorite Calvin University professors (from any department).

1. _____

2. _____

3. _____

14a. What do you feel are the long term advantages of the Teacher Education Program at Calvin?

15. How does <u>your</u> commitment to classroom teaching as a career compare with the following groups?

1 = Less Committed
2 = Same Level of Commitment
3 = More Committed

_____ Bridenthal Interns

_____ Students in the Teacher Education Program at Calvin

_____ Students in Teacher Training programs at other Universities

16. What kind of reactions do you get from the people listed below regarding your choice of teaching as a career?

1 = Strong Negative Response
2 = Mile Negative Response
3 = Neutral Response
4 = Mild Positive Response
5 = Strong Positive Response

Calvin University students at large ____

TU non-education faculty ____

Boyfriend or Girlfriend ____

Mother ____

Father ____

Field Experience Teachers ____

Others you think are important (Please list and rate)

_____ ____

_____ ____

17. During the past school year, have you considered any careers other than teaching?

YES _____ NO _____

If you answered yes to question 17, please list the careers you have considered.

_____

_____

19. Have you read the research reports in the library?

YES _____ NO _____

If yes, how well do you think they portray the BIT program?

20. Is there anything else you would like to share about the Teacher Education Program, the students, Calvin University, or teaching as a career? Please feel free to comment on the back. Thank you for your assistance.

YEAR THREE SURVEY

DIRECTIONS: Please use the accompanying answer sheet to indicate how much you agree or disagree with the statements listed below. Please circle the code that corresponds to the appropriate answer. Remember, your answers are confidential.

****

Teacher Training Program

1. The teacher education program has had a positive effect on my life.
2. Dr. Wright has provided good leadership for the program.
3. Membership in the teacher education program is worth the amount of time and effort required.
4. The teacher education program has given me an extra good start in my career as a teacher.
5. The teacher education program has helped me to develop more self-confidence than I would have experienced in another program.
6. I have spent an unreasonable amount of energy and time on the teacher education program.
7. The teacher education program has continued to facilitate understanding of myself, teaching, and the San Antonio community.
8. Dr. Wright has been helpful to me this year.
9. The teacher education program is a memorable aspect of my junior year at Calvin.
10. Classroom work in the department of education is clearly related to my preparation for teaching.
11. Most faculty in the Department of Education primarily are motivated by student needs.
12. Through my education professors, I have been exposed to different styles of teaching.
13. I am challenged to put forth my best effort in my education courses.
14. There is too much "busy work" in my education classes. That is, work that is irrelevant to the course or to my professional training.
15. In this department, students are treated equitably here regardless of gender, race, or national origin.

*Completed by Interns and Cohorts.

16. The grade I receive from my education professors generally reflects the equality or extend of my learning.

17. Overall, this Department seems to be well organized.

18. Most of the time, education professors are willing to consider seriously the student's point of view.

19. We're not being taught what teaching is really like.

20. Education is a relatively easy major.

21. There is a significant difference between what I want from my teacher education program and what I am being provided.

22. During this past year, I have gained a lot of "practical" teaching ideas.

23. As a parent, I would be comfortable if teachers of my children were Calvin graduates.

****

Calvin College

24. I have found many Calvin professors who serve as excellent teacher role models.

25. Calvin University has contributed to my academic and personal growth.

26. I am satisfied with my selection of Calvin University.

****

Peers

27. The students in the teacher education program as a group will be activists for improving education in this County.

28. I am satisfied with other students in the teacher education training program.

29. The people in the teacher education program are attractive as group members (e.g., working on projects or teaching together).

30. Nearly everyone in the teacher education group has the qualities to be an extraordinary teacher.

31. As I look at the other education students in this Department, I feel proud to be in the teaching profession.

32. Students in this teacher education program are really dedicated to teaching.

33. Within most education courses, there are ample opportunities to learn from my fellow students.

****

Teaching

34. I grow more committed to teaching every semester.

35. Teaching is one of the most important professions.

36. I view teaching as a lifetime career.

37. The only reason I chose teaching is because of the convenience factors (hours, vacations, etc.).

38. I am satisfied with my decision of teaching as a career choice.

39. I am tired of defending my decision to become a teacher.

40. I am very enthusiastic about teaching as a career.

****

Bridenthal Interns and Calvin Education Students

41. When it comes right down to it, there are really no major differences between the Bridenthal Interns and the other Calvin teacher education students.

42. There has been little difference between the Bridenthal Interns and the other Calvin education students' quality of professional preparation this past year.

43. By this time next year, there will be little difference in the "quality" of teaching between the BIT group and the other Calvin teacher education students who also have completed their student teaching.

****

General Attitudes

44. Imagining myself in a teaching situation, I feel confident.

45. When I think about student teaching, I become anxious.

46. I sometimes worry that I will not find a suitable teaching position what I graduate.

47. When it comes right down to it, you can only learn about teaching by teaching.

48. I want to know what works rather than be given a lot of theory.

49. Classes should focus primarily on teaching strategies and methods, not on values, politics, or theory.

50. It is important for an education professor to relate what he/she is talking about to actual school settings.

51. Generally, the more intelligent a person, the better teacher that person will be.

PARENT SURVEY YEAR THREE*

DIRECTIONS: Please use the accompanying answer sheet to indicate how much you agree or disagree with the statements listed below. Please circle the number that corresponds to the appropriate answer. Your answers are confidential.

****

TEACHER TRAINING PROGRAM

1. The teacher education program has had a positive effect on my son/daughter's life.
2. Dr. Wright has provided good leadership for the program.
3. Membership in the teacher education program is worth the amount of time and effort required of my son/daughter.
4. The teacher education program has given my son/daughter an extra good start in their career as a teacher.
5. The teacher education program has helped develop more self-confidence than my son/daughter would have experienced in another program.
6. My son/daughter has spent an unreasonable amount of energy and time on the teacher education program.
7. The teacher education program has continued to facilitate my son/daughter's understanding of themselves, teaching, and the San Antonio community.
8. Dr. Wright has been helpful to my son/daughter this year.
9. The teacher education program is a memorable aspect of my son/daughter's junior year at Calvin.

****

EDUCATION DEPARTMENT

10. In this department, students are treated equitably regardless of gender, race, or national origin.
11. Overall, this department seems to be well organized.
12. Education is a relatively easy major.

****

CALVIN COLLEGE

13. I am satisfied with my son/daughter's selection of Calvin University.

****

*Completed by parents of Bridenthal Interns.

TEACHING

14. I feel that my son/daughter grows more committed to teaching every semester.

15. Teaching is one of the most important professions.

16. I view teaching as a lifetime career for my son/daughter.

17. I am satisfied with my son/daughter's decision of teaching as a career.

****

BRICENTHAL INTERNSHIP IN TEACHING PROGRAM

18. The Bridenthal Internship in Teaching Program is becoming "old news."

19. The Bridenthal Program has lived up to my original expectations.

20. The Bridenthal Scholarship is a significant factor in my son/daughter's remaining in the Bridenthal program.

APPENDIX D

Working Hypotheses

WORKING HYPOTHESES, SUMMER 1987

Hypothesis 1

Through the third year, the BIT program completed its gradual evolution from curricular emphasis on sustained recruitment (semesters 1-3) to teacher training (semesters 4-present).

Hyp: 1.1
The goals of this curricular phase were distinctively different from those of the prior phase (acclimation).

Hyp: 1.2
The specialization in certification areas profoundly affected interns' perceptions of themselves and members of the cohort group.

Hyp: 1.21
Interns identified themselves more with their certification area (elementary, special education, secondary) than with the BIT programs.

Hyp: 1.22
Differences between interns and cohorts groups were less noticeable to them than differences among persons immersed in one of the three certification areas.

Hyp: 1.3
The BIT program qualitatively improved the training programs in all certification areas.

Hyp: 1.4
Unique training programs and special courses in each certification area were provided to the interns.

Hyp: 1.5
During the training stage of the BIT program, the interns sensed mixed messages from the director about the importance of classroom practice versus educational reform.

Hyp: 1.6
The interns constructed different views of the value and effectiveness of this curricular phase of their program.

Hyp: 1.61
Interns who were most committed to the professional aspects of BIT (TOPO '86) found the training phase least salient.

Hyp: 1.62
Interns who were most committed to the programmatic aspects of BIT (TOPO '86) found the training phase most salient.

Hyp: 1.7
Interns attempted to improve their training program.

Hyp: 1.8
The interns became increasingly aware of the need for practical training in their teacher training program.

Hyp: 1.81
Their apprehension about their upcoming student teaching experiences and the program's emphasis on training contributed to this awareness.

Hyp: 1.82
Interns pursuing secondary certification were more likely to voice a concern about the need for and lack of specific pedagogical training.

Hyp: 1.83
Practical training and conceptual understanding remained unrelated concepts not integrated into the curricular experiences of the interns.

Hyp: 1.9
The hidden costs (additional coursework, rising tuition) of the program became more apparent to interns and their parents.

Hypothesis 2

Commitment is a dynamic phenomenological construct. Changing meaning of commitment continues to evolve in the minds of the program participants.

Hyp: 2.1
There is a growing distinction in the minds of the participants between commitment to classroom teaching and commitment to education.

Hyp: 2.11
Interns will evidence a growing commitment to education. As a group, this commitment to education will be greater than their commitment to classroom teaching.

Hyp: 2.12
The interns will demonstrate a lower degree of commitment to classroom teaching relative to the cohort group.

Hyp: 2.13
Elementary and special education amajors indicate a greatere commitment to teaching than those majoring in secondary education.

Hyp: 2.14
Those students displaying altruistic personal values (e.g., benevolence) are more likely to be committed to classroom teaching than the profession.

Hyp: 2.2
The degree of career independence expressed by teacher education students is a critical variable in understanding their reactions to the sustained recruitment and training phases of the BIT program.

Hyp: 2.21
Recruitment attractors differ for interns with little or adequate career independence.

Hyp: 2.211
The recruitment attractor for interns who were least independent about career decision-making, the most likely pool of candidates for recruitment into such a program, is an appealing package and person.

Hyp: 2.212
The recruitment attractor for interns who were most independent about career decision-making, the least likely pool of candidates for recruitment into such a program, is instrumental value of the program.

Hyp: 2.22
The level of career-independence is a predictive variable for student commitment to classroom teaching and commitment to the profession.

Hyp: 2.221
Career-dependent interns are the most likely to express commitment to classroom teaching than to the profession.

Hyp: 2.222
Career-independent interns are most likely to express greater commitment to education than to classroom teaching.

Hyp: 2.223
Career-independent cohorts are most likely to express greater commitment to classroom teaching than to the profession.

Hyp: 2.223
Career-dependent cohorts are most likely to have no longer continued in the teacher education program.

Hyp: 2.3
The program evidences greater deviation from its original purposes than the interns evidence change in their commitment to classroom teaching.

Hyp: 2.31
This deviation is largely due to the level of career independence of the interns and the specialization training program in which they are enrolled.

Hyp: 2.311
Career-independent interns who are enrolled in secondary education are least likely to articulate the original purposes of the program.

Hyp: 2.32
Career-dependent interns who are pursuing elementary or special education certification are the most likely to voice their support and belief in these original program purposes.

Hyp: 2.32
This deviation parallels the program goals defined at any given time by the director

Hyp: 2.4
The BIT program has had little effect on developing or enhancing career maturity.

Hyp: 2.41
Career-dependent interns are more immature in their career decision-making than members of the cohort group who have remained in the teacher training program.

Hyp: 2.42
Career-independent interns are unchanged in their level of career maturity.

APPENDIX E

Importance of Personal and Professional Features as They Relate to Teaching as a Career Choice by BIT and Cohorts

mportance of Personal and Professional Features as They Relate to Teaching s a Career Choice by BIT and Cohorts.

	Personal
* A; Both VI	Working with people
A; Both VI	Allows for family life
A; Both VI	Personal growth and development
** A; Both N	Vacations
A; Both N	Hours
*** A; Both NI	Salary
**** D; Cohort, NI	Career advancement
***** D; BIT, VI	Recognition (significant [p. < .05])
	Professional
A; Both VI	Filling a societal need
A; Both VI	Opportunity to influence learning
A; Both VI	Help to influence young people
D; BIT, VI	Participation in educational reform (significant [p. < .05])
D; BIT, VI	Affect a societal change
D; BIT, VI	Attract others into teaching

* A; Both VI = BIT and cohorts agree that this is a very important feature.

** A; Both N = BIT and cohorts agree that this feature is neither important nor unimportant.

*** A; Both NI = BIT and cohorts agree that this feature is not important.

**** D; Cohort, NI = BIT and cohorts do not agree on the importance of this feature. While neither group rated it as important, significantly more BIT subjects rated the feature neutrally. Cohorts rated it mostly unimportant.

***** D; BIT, VI = BIT and cohorts do not agree on the importance of this feature. BIT rated it more important.

APPENDIX F

Distribution of Ratings of Interns' Parents on Attitude Survey

istribution of Ratings by Interns' Parents on Attitude Survey

Mean Rating	Item Numbers
> 4.5	1, 2, 3, 4, 13, 15*
4.0 - 4.5	5*, 7, 8**, 9*, 11, 14, 17*, 19*, 20*
3.5 - 3.99	10*, 16*
2.0 - 2.5	6**, 18
1.5 - 1.99	12

* Range = 3
** Range = 4

APPENDIX G

Mean Ratings by Interns and Cohorts on Subscales of Attitude Survey

Item Analysis of Responses by Interns and Cohorts to Attitude Survey

Mean Ratings by Interns and Cohorts on Subscales of Attitude Survey

	Interns	Cohorts	Difference
Teacher Training Program	4.01	4.06	.05
Calvin College	4.44	4.51	.07
Peers	4.00	3.98	.02
Teaching as a Career	4.21	3.98	.23

:tem Analysis of Responses by Interns and Cohorts to Attitude
Survey

Item	Response
8	Interns agreed significantly more often ($p < .007$)
19	Interns disagreed significantly more often ($p < .006$)
26	All subjects agreed 100%
35	All subjects but one (cohort) agreed
36	All cohorts but one agreed; one intern agreed, 2 were neutral, and 3 disagreed
39	Interns agreed significantly more often ($p < .007$)
50	All subjects agreed 100%

APPENDIX H

Perceptions of How BIT and Cohorts Compare Themselves with the Commitment Levels of Each Group

erceptions of How BIT and Cohorts Compare Themselves with the Commitment evels of Each Group.

Comparison Group	Group: BIT	Group: Cohorts
BIT	1 (12.5%)* 2 (62.5%)** 3 (25.0%)***	1 (33.3%) 2 (50.0%) 3 (16.7%)
Cohorts	1 (6.3%) 2 (50.0%) 3 (43.8%)	1 (0.0%) 2 (66.7%) 3 (33.3%)
Other TE/ Other Institutions	1 (6.3%) 2 (25.0%) 3 (68.8%)	1 (0.0%) 2 (66.7%) 3 (33.3%)

* 1 = Less committed
** 2 = About the same commitment
*** 3 = More commitment

APPENDIX I

Personal and Professional Activities of BIT and Cohorts in Five Years

ersonal and Professional Activities of BIT and Cohorts in Five Years

	BIT	Cohort
Moving Up the Education Career Ladder	50%	50%
Continuing Education in the Field of Education	12.5%*	66.7%
Continuing Education in a Field Other Than Education	62%	50%
Working in a Profession Other Than Teaching	75%	83.3%
Married	18.7%	33.3%
Raising a Family	37.5%	33.3%

* Significant ($p < .05$).

APPENDIX J

BIT and Chorts' Perceptions Regarding Support for Career Decisions

BIT and Cohorts' Perceptions Regarding Support for Their Career Decisions.

Source of Support	Group: BIT	Group: Cohort
Field Experience Teacher	87.5% Agree* (____% Strongly)**	66.6% Agree (33.3% Strongly)
Fellow BIT	93.8% Agree (43.8% Strongly)	100.0% Agree (33.3% Strongly)
University Faculty	87.5% Agree (50.0% Strongly)	83.3% Agree (33.3% Strongly)
Program Director	100.0% Agree (100.0% Strongly)	100.0% Agree (83.3% Strongly)
Former Teachers	75.0% Agree (32.0% Strongly)	100.0% Agree (83.3% Strongly)
Other University Students	37.5% Agree (0.0% Strongly) (25.0% Neutral) (37.6% Disagree)***	66.7% Agree (0.0% Strongly) (16.7% Neutral) (16.7% Disagree)
Parents	93.8% Agree (43.8 Strongly)	100.0% Agree (50.0% Strongly)
Other Education Students	93.8% Agree (25.0% Strongly)	Insufficient Response

* Responses were on a 5-point Likert Scale from "Strongly Disagree" (1) to "Strongly Agree" (5). "Agree," in this case, is the combined percent of those who marked categories 4 (Agree) and 5 (Strongly Agree).
** Strongly = the percent of individuals who marked "Strongly Agree."
*** Disagree = the combined percent of those who marked categories 2 (Disagree) and 1 (Strongly Disagree).

APPENDIX K

Reactions of Individuals to BIT and Cohorts' Choice of Teaching as a Career

Reactions of Individuals to BIT and Cohort's Choice of Teaching as a Career

Individuals	Negative Response	Neutral Response	Positive Response
Calvin College Students at Large			
BIT	6 (37.5)	3 (18.7)	7 (43.8)
Cohort	2 (33.3)	4 (66.7)	
Calvin Non-Education Faculty			
BIT	4 (25.0)	4 (25.0)	8 (50.0)
Cohort		3 (50.0)	3 (50.0)
Boyfriend or Girlfriend			
BIT (2, no response)	3 (18.7)	2 (12.5)	8 (50.0)
Cohort (1, no response)		2 (33.3)	3 (66.7)
Mother			
BIT	3 (18.7)	1 (6.3)	12 (75.0)
Cohort		1 (16.7)	5 (83.4)
Father			
BIT	2 (12.5)	1 (6.3)	13 (81.3)
Cohort		1 (16.7)	5 (83.4)
Field Experience Teacher			
BIT	2 (12.5)	1 (6.3)	13 (81.3)
Cohort	1 (16.7)	1 (16.7)	4 (66.7)

APPENDIX L

Intern Identification of Favorite Calvin College Professors by Department

ıtern Identification of Favorite Calvin College Professors
/ Department.

Department	Frequency	Percent
Education*	8	40
History	6	13
Math	6	13
English	4	9
Computer Science	2	4
Political Science	2	4
Physics	1	2
Business	1	2
Sociology & Anthropology	1	2
Music	1	2
Biology	1	2
Speech & Drama	1	2
Motor Lab	1	2
TOTAL	35	97

* Almost three quarters of the interns (72%) listed Dr. Wright.

APPENDIX M

Cohort Identification of Favorite Calvin College Professors by Department

ohort Identification of Favorite Calvin College Professors
/ Department.

Department	Frequency	Percent
Education*	6	33
Math	3	17
English	2	11
Biology	2	11
Computer Science	2	11
Art	1	6
Psychology	1	6
Geology	1	6
TOTAL	18	100

* One third (33.3%) of the cohorts listed the Department Chair and BIT program director, Dr. Wright.

APPENDIX N

BIT and Cohort Contact with Dr. Wright

IT and Cohort Contact with Dr. Wright

Contact	Range	Mode
A. Student Initiated Contact with Dr. Wright		
BIT	0-30*	10, 15
Cohort	0-8	5
B. Dr. Wright Initiated Contact with Student		
BIT	3-30	5
Cohort	2-20	multi-modal
C. Student Contact with Other Faculty Members in Education		
BIT	2-25*	multi-modal
Cohort	0-25	20

* Three BIT students indicated "99." These were not included in the range but indicate almost daily contact.

APPENDIX O

BIT and Cohort Estimates of Hours Per Week Devoted to Class, School, and Outside Activities

,IT and Cohort Estimates on Hours Per Week Devoted to Class, School, ,nd Outside Activities

	Mean	Range	Mode	Difference
School (Extra Curricular)				
Sorority or Fraternity:				
BIT	3.06	0-21	21	.06
Cohort	3.00	0-12	12	
Student Activities:				
BIT	1.13	0-11	11	
Cohort	0.00	0	0	
Sports:				
BIT	4.75	0-25	25	3.45
Cohort	8.20	0-20	20	
Clubs:				
BIT	1.63	0-6	6	.43
Cohort	1.20	0-3	3	
Classes				
In Class:				
BIT	22.25	15-51	36	2.75
Cohort	19.5	15-25	10	26
Studying:				
BIT	26.44	8-50	42	28
Cohort	15.17	8-25	17	11.27
Outside (Unrelated to School)				
Family:				
BIT	14.56	1-50	49	9
Cohort	19.6	0-40	40	5.04
Community Service:				
BIT	1.63	0-9	9	4
Cohort	2.60	0-5	5	.97
Church:				
BIT	3.53	0-18	18	15
Cohort	1.20	0-3	3	2.33
Work:				
BIT	6.69	0-25	25	5
Cohort	9.167	0-20	20	2.48
Other				
Hanging Out/Free Time:				
BIT				
Cohort				

APPENDIX P

Most Important Benefits of BIT

Most Important Benefits of BIT.

Item #	Response		Benefits
	No*	Yes**	
1	10 (62.5)	6 (37.5)	Support of other interns
2	13 (81.3)	3 (18.8)	Concern of education faculty
3	12 (75.0)	4 (25.0)	Motivation regarding teaching
4	14 (87.5)	2 (12.5)	Model TE program
5	14 (87.5)	2 (12.5)	Intern friends
6	11 (68.8)	5 (31.3)	Extra field experience
7	16 (100.0)	0 (0.0)	Personal recognition
8	16 (100.0)	0 (0.0)	Meet important people
9	16 (100.0)	0 (0.0)	Travel to conferences
10	7 (43.8)	9 (56.3)	Better teacher preparation than other institutions
11	16 (100.0)	0 (0.0)	Exposure to area schools
12	16 (100.0)	0 (0.0)	Ability to recruit for education
13	14 (87.5)	2 (12.5)	Inside track on teaching career
14	13 (81.3)	3 (18.8)	Builds self-confidence
15	16 (100.0)	0 (0.0)	Meet influential people
16	13 (81.3)	3 (18.8)	Interact with bright people
17	10 (62.5)	6 (37.5)	Attend Trinity
18	13 (81.3)	3 (18.8)	Personal growth

* Number and percent of interns who did not list benefit as one of the most important.

** Number and percent of interns who listed the benefit as most important.

APPENDIX Q

BIT and Cohort Perceptions of the TE Program on Eight Descriptors

BIT and Cohort Perceptions of the TE Program on Eight Descriptors.

	Disagree	Neutral	Agree	Mode
			* **	
Significant				
BIT			16(100)	4
Cohort			6(100)	5
Innovative				
BIT			16(100)	4
Cohort		1(17)	5(83)	4
Challenging				
BIT	2(12.5)		13(81)	4
Cohort	1(17)	1(17)	3(30)	3,4
Demanding				
BIT	3(19)		13(81)	5
Cohort	1(17)		5(83)	3
Reasonable				
BIT		1(6)	14(87.5)	4
Cohort		1(17)	5(83)	5
Attention Getting				
BIT	1(6)		12(75)	4
Cohort	1(17)		4(67)	4,5
Gratifying				
BIT		3(19)	13(81)	4
Cohort		1(17)	5(83)	5
Unique				
BIT		5(31)	11(68)	5
Cohort		3(50)	3(50)	4

*Number of Subjects
**Percent of Subjects

APPENDIX R

Program Expectations and Outcomes for Interns and Cohorts

rogram Expectations and Outcomes for Interns and Cohorts.

IT

EXPECTATIONS	OUTCOMES		
	Expectation Met*	Expectation Met Somewhat**	Expectation Not Met***
Expected	1****, 2, 4, 5, 8, 9, 10, 11, 14, 15	3, 7, 12	
Not Expected	16, 13	18	6, 17

COHORTS

EXPECTATIONS	OUTCOMES		
	Expectation Met*	Expectation Met Somewhat**	Expectation Not Met***
Expected	1, 2, 4, 5, 8, 10, 14, 15	3, 7, 9, 11, 12, 13, 18	
Not Expected	16	17	6

* Modal response was 4 (great effect), i.e., expectation was met.
** Bimodal or trimodal responses ranging from 2 (little effect) to 4 (great effect).
*** Modal response 1 (no effect) and no responses for 3 (some effect) or 4 (great effect).
**** Number refers to the item (see instrument Teacher Education Program Expectations and Outcomes).

APPENDIX S

Perceptions of How Cohorts Compare Themselves with All TE Students

Perceptions of How Cohorts and BIT Compare Themselves with All TE Students at Calvin.

CHARACTERISTICS	COMPARISON		
	Less Than TE	Same As TE	More Than TE
Experiences in Education			
BIT			16 (100.0)*
Cohort	2 (33.3)	4 (66.7)	
General IQ			
BIT		11 (68.8)	5 (31.3)
Cohort		2 (33.3)	4 (66.7)
Support from Calvin			
BIT		7 (43.8)	9 (56.3)*
Cohort	3 (50.0)		3 (50.0)
Commitment to Teaching			
BIT	1 (6.3)	4 (25.0)	11 (68.8)
Cohort	1 (16.7)	4 (66.7)	1 (16.7)
Knowledge of Education			
BIT	1 (6.3)	9 (56.3)	6 (37.5)
Cohort	1 (16.7)	4 (66.7)	1 (16.7)
Prospects for Employment			
BIT		1 (6.3)	15 (93.0)
Cohort		5 (83.4)	1 (16.7)
Special Honors			
BIT			
Cohort	3 (18.7)	9 (56.3)	4 (25.0)
Competence as a Future Teacher			
BIT		3 (50.0)	3 (50.0)
Cohort		3 (50.0)	3 (50.0)

* Significant ($p < .05$).

APPENDIX T

Perceptions of How BIT and Cohorts Compare Themselves with the BIT Group as a Whole

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erceptions of How BIT and Cohorts Compare Themselves with the BIT Group s a Whole.

CHARACTERISTICS	COMPARISON		
	Less Than BIT	Same As BIT	More Than BIT
Experiences in Education			
BIT		13 (81.3)	3 (18.8)
Cohort	4 (66.7)*	1 (16.7)	1 (16.7)
General IQ			
BIT	1 (6.3)	13 (81.3)	1 (12.5)
Cohort		4 (66.7)	2 (33.3)
Support from Calvin			
BIT		14 (87.5)*	2 (12.5)
Cohort	3 (50.0)	3 (50.0)	
Commitment to Teaching			
BIT	2 (12.5)	7 (43.8)	7 (43.8)
Cohort	3 (50.0)	2 (33.3)	1 (16.7)
Knowledge of Education			
BIT	2 (12.5)	12 (75.0)	2 (12.5)
Cohort	3 (50.0)	3 (50.0)	
Prospects for Employment			
BIT		11 (68.8)	5 (31.3)
Cohort	1 (16.7)	5 (83.3)	
Special Honors			
BIT	4 (25.0)	11 (68.8)	1 (6.3)
Cohort	4 (66.7)	2 (33.3)	
Competence as a Future Teacher			
BIT		14 (87.5)	2 (12.5)
Cohort		6 (100.0)	

* Significant ($p < .05$).

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